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RM RESOURCE MANAGEMENT

3rd Quarter '00 Professional development bulletin PB 48-00-3

Resource Management in the Field

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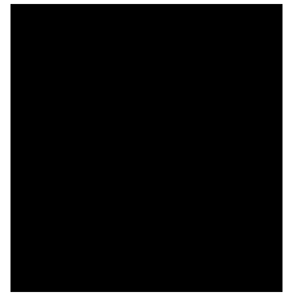
A message
from the Assistant Secretary of the Army (FM&C)
Helen T. McCoy



In this issue we look at resource management in the field—how it's being practiced, documented and recognized. We've just launched a new Comptroller Accreditation Program that links three-year individual development plans to annual job performance planning. Everyone's performance objectives will now include some formal education, technical training, professional development and/or performance-enhancing job experience.

In parallel with accreditation, we are actively supporting and participating in the DoD-wide initiative of workforce certification. Today there are 33 Certified Defense Financial Managers or CDFMs working in the Army. It has been my pleasure and honor to personally recognize many of them in public gatherings. A laudable goal is to have every employee in the Army's financial management workforce achieve certification.

Why pursue certification? Certification provides objective evidence of your professional knowledge and represents a significant achievement. For many years cost analysts and accountants have used certification as a tool to demonstrate their professional capabilities. The newly created CDFM examination provides a similar tool to those focused on defense financial management. DoD's financial management workforce constitutes half of the federal financial management community. We have a broad and unique body of knowledge; yet until now there was no program tailored to measure this knowledge. Yes, certification attests to individual competence. It also builds public confidence in Defense financial management. But most importantly, certification facilitates personal growth.

The CDFM certification program was developed by the American Society of Military Comptrollers with support from the Department of Defense. DoD is providing training programs to help prepare you to successfully complete the certification examination. The examination is relevant, test-based and academically sanctioned. We will ensure appropriate recognition of those who successfully complete the examination and will emphasize the importance of your achievement. Certification of all types will be stressed in future job announcements.

I encourage each of you not only to prepare for and obtain certification, but to maintain it by carefully searching out and choosing education and training experiences. Good luck in this pursuit.

Helen T. McCoy
Assistant Secretary of the Army
(Financial Management and Comptroller)

This medium is approved for official dissemination of material designed to keep individuals within the Army knowledgeable of current and emerging developments within their areas of expertise for the purpose of professional development.
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MANAGEMENT RESOURCE

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A message from the Principal Deputy Assistant Secretary of the Army (FM&C)

Erin J. Olmes

Many of you are aware by now that we have recently published a completely rewritten ACTEDS Plan for training, education and development of Comptroller practitioners, civilian and military. The plan introduces several new concepts and procedures for building 21st century careers in financial management. New concepts like core competencies, a Comptroller Accreditation Program, and a three-Year Individual Development Plan are becoming part of today's RM vocabulary.

In July we formally announced the Comptroller Accreditation Program as a management aid to guide the professional development of FA 45 and CP 11 members. Accreditation is a measurement tool to assess the extent of each individual's academic preparation, technical skill training, professional development and breadth and depth of job experience. It is a non-judgmental snapshot of where an officer or employee is in their career and a roadmap for future development.

We timed implementation of the accreditation program to coincide with the annual performance rating cycle that began July 1, 2000, for many in CP 11. This first year will be one of individuals' taking stock of their total professional financial management and comptrollership credentials. Basically, the rated person identifies all work-related education, training, development and job experience; the supervisor evaluates and accredits the ratee's credentials; and then the two jointly map out a three-year plan for filling in the gaps identified by the accreditation.

Our objective is to tie the three-year individual development planning process to the annual planning of performance objectives; that is, integrate it with completing one's support form near the beginning of each annual cycle. We want to get each FA 45 and CP 11 member fully engaged in the accreditation process. Once we've taken the initial census of training and education everyone has had and what everyone needs, we can do a much better job of planning and budgeting for training requirements for the entire career community.

You can find out more about it on our web site in Section V of the ACTEDS Plan at http://www.asafm.army.mil/proponency/to/to.htm.

The leadership or management conundrum

by Debra C. Nicolai

Last year, the Army revised its FM 22-100 field manual on Army leadership and is now dispatching it to the field. Army authors discuss "management" in this publication, but they clearly establish leadership as a separate, different and requisite skill that underpins effective officership. Management techniques are important, but they may or may not enhance leadership ability.

As the Army continues to send its most promising officers and civilians to premier schools such as the Army War College, the National Defense University, Syracuse University's School of Management, and Army Management Staff College, where management techniques are frequently featured in course instruction, the Army does so attempting to refine the leadership skills of those future leaders. However, good management technique is not a substitute for leader development. The revised field manual, a superior piece of leadership doctrine, can be used within the Army organization and also serve as an excellent example for corporations to emulate.

Examining FM 22-100 demonstrates that leadership speaks to a different set of personal abilities and skills than does managing. To lead soldiers into battle requires more than a series of techniques or habits; the very nature of combat defies "management." Leadership is an enduring, special quality that causes soldiers to follow their leaders in the face of adversity and potentially even death. The actions of Rangers in Somalia exemplify the point—what was it that caused these soldiers to fight bravely in the face of certain death? Perhaps some would argue that it was the elitist paradigm of their being Rangers; others might opine it was because of the buddy/protect system. I would argue that it was leadership that caused those sergeants to face death; soldiers who were down needed leaders, because carrying out the mission was paramount.

Yes, bravery, self-protection, pride and ego perhaps clouded the issue; but those sergeants knew they were responsible as leaders and would exercise leadership to the end. Each of them had had a leader who instilled those ethics that define leadership into the very core of their being. We will discover that FM 22-100 teaches leadership, that the corporate world best-sellers tout management, and that there is a marked difference between the two.

The manual defines leadership as "*influencing* people by providing purpose, direction, and motivation—while *operating* to accomplish the mission and *improving* the organization." Paraphrased, leadership gets people to do what you want them to do—with a purpose—and to exceed the requirement. The FM comprehensively discusses how leaders from sergeant to general lead by influencing, operating and improving their people, their soldiers. The contents of FM 22-100 flow from this axiom: Leaders of character and competence act to achieve excellence.

The significance of values, intricately woven into all sections of FM 22-100, underpins effective leadership. Values are similarly being recognized as one of the major structural elements in the framework of successful corporations. In a report as recent as February 2000, the American Productivity and Quality Center or APQC—a human resource planning organization (Comeau-Kirschner, 2000, p.18)—did major research to define the most important assets in a company's competitive arsenal. Its findings mirror the basic framework that has been in FM 22-100 since its inception. The APQC found that six factors enhance successful organizations: connection with the business strategy (vision), core cultural value, integration with daily work, role of leadership, role of human networks (the human dimension) and rewards and recognition. Managing is not mentioned as a critical factor in marketplace competitiveness.

Dictionaries describe management as "the act or art of handling or directing with a degree of skill or address." Compared to FM 22-100's clear definition of leadership, the lack of active words in the definition of management, and an unquantified metric (“degree”) pose immediate ambiguities as well as suggest obvious discriminators from leadership. Many an institution or organization is well managed but poorly led. The FM would argue that a leader must be a conceptualist who is also visionary. “Leaders are people who do the right thing; managers are people who do things right” (Bennis, 1989, p.18). Both roles are crucial, but they differ profoundly.

Research beyond corporate America supports Army doctrine of why leadership is the heart of a successful organization; managing barely runs a close second in importance. In a New Zealand report on leadership, management and benchmarking, author Doug Matheson clearly establishes “critical organizational elements to achieve performance excellence” (Matheson, 2000). After only a brief mention of managing staff and environment, his message explicitly focuses on leadership, its processes (or systems) and measurement and benchmarking. Assuming his unawareness of the revised Army doctrine, Matheson’s comments still echo much of the core of FM 22-100, namely, leaders focusing on “common strategic vision, sense of purpose, and empowering others to achieve levels of excellence . . .” Matheson’s conclusions correlate strongly with skills identified in the Army leadership manual—influencing, operating and improving.

The “Be, Know, Do” section of FM 22-100 clearly embeds the principles of leadership in action. Be, Know, Do establishes the foundation of what is required of every Army leader, every hour, every day. This section describes inner strength (moral fiber); leading by example; interpersonal, conceptual, technical and tactical skills; and the core of its basic definition of leadership (influencing, operating, and improving). “The familiar concept Be, Know, Do remains at the manual’s heart” (Smidt, 1998). When an Army leader shows moral fiber as part of the principles of Be, Know, and Do, he or she exemplifies leadership in action. While perhaps subconscious in this leader role, the soldier or officer is simultaneously developing leadership skills in subordinates.

Management “the act or art of handling or directing with a degree of skill or address.”

A classic example of Be, Know, and Do—a leader of action—occurred at Gettysburg in a Civil War battle, between the 20th Regiment of Maine Volunteers and the 15th and 47th Regiments of Alabama Infantry. Maine’s Col. Joshua Lawrence Chamberlain, faced with seemingly insurmountable obstacles—small hollow, rising slope of Big Round Top, exposed left flank, no textbook tactical maneuver solution—took aggressive action to save his unit and carry the day for the Union Army, by maintaining the 20th’s position on Little Round Top. Historians later credited Chamberlain’s actions as central to repelling the Confederate invasion of Pennsylvania.

As long ago as 1763, Army leadership skills [by definition, *influencing* a diverse force to carry out unprecedented orders, *operating* (moving out in an undocumented, surprise tactical maneuver in seemingly hopeless conditions), and *improving* its position (grave casualties, but victory)] affected our country. As the Army teaches leader development and leadership skills (e.g., at the Army Management and Command and General Staff Colleges), or when the Army develops its leadership doctrine, it continues to draw on this rich history of leadership legacy to show leader development in the crucible of battle.

The core of every Army leader is Army values. The manual promotes and explains seven Army values—loyalty, duty, respect, selfless service, honor, integrity and personal courage—LDRSHIP. It captures the professional military ethos, describes the nature of our soldiers and explains the Army’s strategy to establish the same values for its civilian component. Common values underpin the purpose of Army missions and aid leaders in devising appropriate solutions to accomplish them. Values serve as guiding principles of Army leadership, fleshing out the essence of a leader’s character. The revised doctrine clearly marks values as the foundation of all that we are, all that we do.

Author Tim Porter O'Grady is a leadership advocate. Through a personal experience, providing consultation services to a health care facility, O'Grady observed two care units that were "managed" by the same written procedures and rules but had a 180-degree difference in success (O'Grady, 2000). The first care unit's manager was the picture of energy and active participation. She was clear in her detailed guidance of the many activities and programs her staff pursued and their responses to the myriad changes confronting them. When O'Grady talked to members of her staff, they mirrored their manager's energy and activity level. O'Grady walked away from that first observation with feelings of encouragement, enthusiasm and belief that that staff could triumph in any circumstance. Conversely, by his observations, the second unit that O'Grady visited was opposite. The second unit manager was a defeatist; when O'Grady talked to her, she saw nothing but sadness, challenge and burden. The first care unit embraced its circumstances; the other group grieved its situations.

Despite the same circumstances, with the same premises, guidelines and potential outcomes, leadership made the difference. The second leader did not portray what it took to lead, and it showed in her staff's inability to handle challenges. However, the first leader's character and commitment showed in everything she did. Her perspective on life and work positioned her to use challenges to the best advantage for her staff and herself. She empowered and encouraged her staff, not by anything she did, but by who she was. What this leader had done was to create a culture. She created an atmosphere which encouraged those she led to work toward a common goal (vision). It was a health care environment, yet the tenets of leadership described in FM 22-100 were as applicable there as on the battlefield. Leadership is a universal characteristic of individuals who motivate, influence and achieve excellence.

Attributes are fundamental qualities and characteristics of a person.

Leader attributes mirror Army values. When commenting on the revised leadership manual, former Army chief of staff Gen. Dennis J. Reimer, said, "You will find a clear thread of continuity woven through the Army's fundamental leadership principles. You will also find many additions that recognize our changing environment and enumerate the leadership skills, knowledge and attributes our Army will need today and tomorrow" (Reimer, 1999).

Attributes are fundamental qualities and characteristics of a person. Some characteristics, such as eye and skin color, are innate. On the other hand, some qualities are developed or learned and can be changed or finessed. Mental attributes include will, self-discipline, initiative, judgment, self-confidence, intelligence and cultural awareness. The Rangers in Somalia example and O'Grady's health care unit comparison support this argument. O'Grady concluded that "if we forget after years of experience or become bitter or tired, we need to reflect on how critical we are to forming others' work experience" (O'Grady, 2000).

Understanding the basic difference between leading and managing exercises the fundamentals of innate and potentially learned attributes. Current wisdom still deduces that managers are principally administrators, whereas leaders get the organization and its people to change. The fundamental difference, well documented in FM 22-100 and Army's success as a 200-plus-year-old organization, is this: management is a function that must be exercised in any business, whereas leadership is a relationship between leader and those led that causes the organization to succeed.

The manual's human dimension section introduces the noncommissioned officer's creed: "All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers, and I will always place their needs above my own. I will communicate consistently with my soldiers and never leave them uninformed" (FM 22-100, 1999). It establishes understanding of the embedded mindset of the

Ranger sergeants in Somalia but would be a similar theme in the first health care unit observed in O'Grady's example.

Soldiers caring for soldiers; sergeants taking care of soldiers; Reimer defined this relationship in his comments on FM 22-100. Pfc Jarred King, half a world from home outside Bosnian Serb headquarters in Bosnia-Herzegovina, was waiting for his leader, a major, who was meeting with a group of faction leaders inside the headquarters building. A former Bosnian Serb army commander had been arrested, and when the Serbs learned of the arrest, they were angered.

Without warning, an agitated mob descended on young King and demanded he give up his weapon. King refused and slung his M16 rifle, ignoring the taunting by the crowd. The Bosnian Serbs released both King and his major, but not before a long, tense standoff. Kind admitted his fears only upon returning to his unit. He said he had kept faith in himself and his unit and he was confident that if something had happened, help would be on the way.

"The Army is not made up of people; the Army *is* people"

This is an extraordinary display of personal courage. The human dimension is a critical part of the equation; the King story defines the trust between leaders and soldiers that yields effective combat units. To grow people like King demands a system of quality training, skilled mentors and positive values-based command environment. Humanity is at the heart of this growth and development. Just as FM 22-100 states, leadership must have leaders who truly care about their people.

Do corporations share the needs to balance leadership and management skills? Both the Army and corporate organizations need a combination of leadership and management skills to transform vision into reality. Today, that blending of practical skills and insightful leadership is more imperative than ever before. All effective organizations wrestle with the leadership-management conundrum. A major difference between the Army and businesses, however, is that the Army is a values-based organization, not one required to produce profit. A manager's muse is nothing more precious than money. Far too few managers understand people, much less devote the resources of time, energy and dollars to know their people. Remember, leaders possess vision and motivate subordinates; managers may lack ability to create vision and environment that create individuals who desire to achieve as opposed to simply punching a time clock in return for a paycheck.

A wealth of materials supports this assertion. Consider the Dilbert comic strip premise: in an age when junior employees may know more than their seniors, many of the technical staff view managers as people who don't understand technology and who make life rather difficult for them, with demands that make little sense. The manager in the comic strip is a leader only in the sense that members of his technical staff are forced to follow his directions. The ideal manager, on the other hand, is a leader whom people want to follow. FM 22-100 cites example after example of real-life evidence of people wanting to follow true leaders. Perhaps managing holds so much significance in the corporate world because it seems easier to measure output by a process (managing). The Army's new leadership manual gives an understanding and offers a perspective of the intangibles of leadership—vision, value, motivation.

Gen. Creighton Abrams, a former Army chief of staff in an extremely difficult period, focused Army efforts through a simple philosophy, "The Army is not made up of people; the Army *is* people." The Army is one of the longest surviving "corporations," with a rich history of leadership at its finest. I correlate Gen. Abrams' quotation to that of the leadership or management conundrum, that is, the Army is no more being "made up of people," than managing is why the Army holds a reputation of success. Successful leadership is the successful Army or any organization! Managing is a process, a technique, that assists an organization to run, i.e., pass or fail; however, leading is an overarching absolute that allows an organization to change, to achieve success (victory) and to sustain itself.

In summary, as the Army's sustaining base prepares to face the full spectrum of operational environments looming in the 21st century, leader development must be a continuous, progressive and sequential process that embeds the skills, knowledge and behavior characteristics necessary to grow future leaders. Therefore, leadership and leader development skills must incorporate formal and informal training. "Lead" and "manage" continue to appear and redefine themselves in headlines, best-seller book reviews and various periodicals. The two verbs beg separate and distinct meanings.

Army Secretary Louis Caldera and Chief of Staff Gen. Eric K. Shinseki speak of leadership in their 1999 *Army Vision: On Point for the Nation...Persuasive in Peace, Invincible in War*: "We are about leadership; it is our stock in trade, and it is what makes us different. We take soldiers who enter the force and grow them into leaders for the next generation of soldiers. We will continue to develop those leaders through study in the institutional schoolhouse, through field experiences gained in operational assignments, and through personal study and professional readings. Our soldiers provide back to America a corps of leaders who have an unmatched work ethic, who have a strong sense of values, who treat others with dignity and respect, who are accustomed to hard work, who are courageous, who thrive on responsibility, who know how to build and motivate teams and who are positive role models for all around them. We provide this opportunity to American youth so that we can keep our Nation strong and competitive and enable it to fulfill its leadership role in the community of nations. We invest today into the nation's leadership for tomorrow."

Our soldiers provide back to America . . . leaders who have an unmatched work ethic . . .

The revised Army FM 22-100 serves as the basis for future leadership and leader development initiatives. The driving principle behind Army leader development is that leaders must be prepared before assuming leadership positions. This principle applies to all ranks and levels, to soldiers and, for the first time in doctrinal print, to Department of the Army civilians. Commitment to leader development by Army premier schooling expands the base of our future leadership with an enduring legacy of competent, confident and highly skilled officers, noncommissioned officers and civilians. Weaving management skills and techniques into the core curriculum is understandable and enhances the training; however, FM 22-100 teaches leadership, the bedrock which keeps our Army sustaining base as well as our combat formations successful.

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About the Author

Debra Crandol Nicolai, a management and program analyst in the commercial activities directorate of the ODCSRM at HQ Training and Doctrine Command, is in her first CP 11 position after 23 years' government service. This article is based on her student paper for class 00-1 at AMSC's SBLM program.

Problem solving: Using after-action reviews for administrative systems

by Anthony Alvarado, Jr.

Unless you've been to the National Training Center or participated in a major training exercise, the after-action review, or AAR, may be new to you. "An after action review is a professional discussion of events, focused on performance standards, that enables soldiers to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses" (TC 25-20, 1993). It is a discovery process. The Army uses it for everything from large combat field exercises and computer simulated combat, to reflecting on how a normal day transpired at the unit.

Historical background. Much of military history has been written from the general officer perspective. As military historians set out to document World War II, S.L.A. Marshall used a unique way of capturing the events of battle, even before the battle finished. He interviewed soldiers from all ranks. He pioneered the oral history method for battle documentation (Morrison/Melzia, 1999). He wanted to understand how the individual saw the battle. The end result was his landmark book, *Men Against Fire*. He continued his multi-level interview approach in Korea and produced the fascinating battle chronicle *Pork Chop Hill*, which was later produced for the big screen. Not without controversy, his interview method profoundly influenced future army leaders.

As a management analyst intern assigned to the Army Signal Command and an active Army reservist, I was asked to modify the tactical AAR for our fiscal year-end closeout, a complex administrative function. There had been several major problems, which caused labor-intensive efforts to ensure a timely and accurate closeout. My director, Bruce Dockter, wanted a method to document problems and set up a process for improvement. We needed to lift the "fog of paperwork." My challenge was to keep the approach non-threatening, educational and focused on problem solving. Previous experiences with process reviews had included finger-pointing and gnashing of teeth. We had to persuade other activities from outside our chain of command, the Defense Finance and Accounting Service office at Seaside, Calif., and the Fort Huachuca, Ariz., garrison RM staff to buy into the process and fully participate. I will describe the year-end closeout process we followed, in hopes it will be useful for anyone willing to try improving staff functions by means of after-action reviews.

AAR parts and processes. The AAR has four main parts. I have modified the tactical AAR process for administrative functions. This outline is a handy guide to work from.

Planning

- Select or train a facilitator and a recorder
- Review standards, operating procedures and regulations
- Determine a suitable date that allows maximum participation
- Select a location to host the AAR
- Determine training aids
- Determine the attendees
- Make a plan

Preparation

- Review
- Identify key events or activities
- Interview personnel with knowledge of events
- Collect observations, and review records
- Review and adjust the AAR plan
- Prepare the AAR site
- Rehearse, if possible

Conduct

- Review rules of conduct
- Encourage participation
- Stay focused on the main objectives
- Manage free-form discussion
- Constantly review
- Record

Follow-up

- Identify tasks that need improvement
- Identify tasks that need sustainment
- Make a sustainment and improvement plan
- Fix responsibility
- Determine where outside help is needed
- Implement your plan

Planning. As a planner of the AAR, the facilitator develops a plan of how to best address the issues at hand. The facilitator needs to coordinate with the prospective participants. Key people need to attend and agree on a suitable time and place. Ideally, the AAR should occur as soon as possible following the action under review. For administrative functions such as our project, the facilitator will need to research critical events by reviewing documents, correspondence and any appropriate regulations.

For our project, we decided on a series of AAR meetings. We were unable to include all interested people in the AAR, so we used a modified Delphi approach by choosing only the most experienced personnel without sacrificing representation. We needed to accommodate folks from out of state and from different activities on the installation. We divided the AAR into three distinct sessions. The first focused on events and consisted of key supervisors, to map out how activities are supposed to work and how they wanted them to work. The second session included key analysts and accountants who worked the issues at hand. Their objective was to discuss observations of what went well over the year and what did not go well. In other words, they focused on how activities actually occurred. The final session included a selected mix of groups one and two. They used the observations of the second session to develop strategies and solutions for improvement.

Preparation. The facilitator runs the AAR. The facilitator should be familiar with the subject matter but need not be an expert. Following the process is more important. The facilitator must provide administrative control of the process, assess performance as required and provide constructive feedback to AAR participants. Ideally, facilitators with an in-depth knowledge of the subject act as trainers. They plan, control and umpire the AAR. If they are subject-matter experts, they mentor. Facilitators should assess or can even evaluate specific task performances but do not assess organizations. Supervisors assess their own organizations.

Conduct. A good AAR is as much art as it is a process. The real key to developing a flowing discussion is that the facilitator ask leading, open-ended questions. Direct questions that only favor yes/no answers tend to discourage participation. Tone and vocal control are important, as well.

Discussion/Topic Agenda

1. Knowledge

a. Training
b. Duration of Training
c. Job Specific Training
d. Schooling
e. OJT
f. Mentorship

2. Procedures

a. Standing Operating Procedures (SOPs)
Written SOPs
Unwritten SOPs
b. Knowledge of Procedures, Regulations, SOPs
c. Enforcement of Procedures
d. Checks and balances
e. Local Procedures vs. Regulations

3. Regulations

a. Must-Do Activities
b. Interpretation
c. Regulations vs. Procedures
d. Enforcement
e. Changes

4. People

a. How Trained
b. Who Trained Them
c. Who was Trained
d. Experience
e. Job Rotation
f. Attitudes
g. Ethical Climate
h. Workload

The facilitator can easily sound like an interrogator. The facilitator needs to encourage self-evaluation and include people who are not actively participating. An outline and agenda will help the facilitator and participants keep the process in a logical sequence. Overall, the focus needs to remain on teaching points and avoid the "dead horse" syndrome. Bottom line, the AAR is not a lecture but a process of self-discovery.

Agenda. I used the above agenda to guide our AAR. It was not possible to adhere to the agenda exactly, nor did we cover all the areas planned. However, free-form discussions did occur, and those issues that were most important easily surfaced.

Rules. Participants need to keep in mind that the AAR is a process for improvement. The focus of the discussion is learning, so honesty is essential. As with any workshop, the more people who participate, the better. Everything can be improved, but the AAR does not determine success or failure. Occasionally participants will feel threatened by the discussion, but ideally there should not be any "thin skins" in a well-run discussion. It's okay for people to disagree. Everyone, regardless of position, needs to have an equal say. When doing an AAR, it helps to have a list of rules posted during the entire process. Here are the rules we used.

- An AAR is <u>not</u> a critique – it is a learning event.
- An AAR does not grade success or failure.
- Purpose is to bring out insights, observations and questions to help identify and correct deficiencies or maintain strengths.
- Determine "What happened, why it happened and how to improve or sustain."
- No "thin skins."
- Attack problems, not the person.
- Everyone has an equal say.
- Be prepared to participate.

(Battle Book, Signal Team, 2/362/3-91 Division (EX), Apr 1998.)

Discussion. How the facilitator approaches the discussion can vary. However, the sequencing should not vary once the session has begun. The three main methods of starting the discussion are Chronological Order, Key Event and Administrative/Operating System. The discussion should not be a slave to the initial approach. Like a brainstorming session, the best observations usually surface during free-form discussion. My favorite way to start an AAR is to ask the most junior member of a team, "What was supposed to happen?" In the case of our AAR, I asked the group to flow-chart the process of year-end closeout, as they understood it. The facilitator can guide the discussion, preventing "side-tracking" of topics unrelated to the important tasks. The greater danger is that the facilitator unwittingly may stifle good observations before a real exchange of ideas occurs.

The facilitator needs to determine what really happened by having the participants go over What, When, Where and Why. Focus needs to stay on the facts. Ideally, cause and effects will surface. Remember that many people may have different views of the same event. Expect and respect disagreement. Learning does not come from consensus. The best indicator of a successful AAR is when the facilitator can remain virtually silent while the participants engage in a vigorous dialogue.

Follow-Up. Once it is determined what happened, the AAR shifts gears to determine "what went well" and "what did not go well." These are the so-called Tasks to Sustain and Tasks to Improve. Guide participants to talk about the lessons learned and what could have been done differently. Using butcher paper, make a list of all the Sustains and Improves and refer to it often. Let the participants tell each other what went well or not so well. If the facilitator tries to interject his opinion, the comments may be perceived as a critique. Occasionally the facilitator may need to skillfully manage the discussion with leading questions in order to move it to areas neglected by the participants.

Strategies. The bread-and-butter of the AAR is to come up with strategies for sustainment and improvement. There are always things that go well. We may not always understand why they went well, and the AAR can assist in that understanding. When things do not go so well, or there is room for improvement, the AAR is a perfect process to garner a wealth of ideas to assist in organizational improvement. Participants decide what kinds of strategies are needed for sustainment and improvement. If possible, administrative controls are determined at the AAR session. Controls such as suspense dates and those responsible for implementing the strategy should be discussed. A final plan is worked later. I listed two issues that came out of our AAR session. The first issue needed a sustainment plan and the second issue needed an improvement plan.

Issue A. Coordination between DFAS Operating Location and Installations.

Action. Maintain annual visits either at year-end or January/February timeframe, preferably both. Customer service should be emphasized in employee orientations.

Action. Change make-up of team visits for greatest value to both parties (DWCF)

Responsible Person/Agency. Local Supervisors.

Issue B. Training.

Action. Hands-on visits by DFAS-Seaside.

Action. Take advantage of SARSS training at Fort Lee, Va.

Action. Broaden participation at SAT/SIT meetings.

Action. Centrally monitor an on-job training program.

Action. Develop a solid professional development program.

Action. Flow-chart the process.

Action. Develop a structured training process in coordination with installations.

Action. Evaluate customer service.

Responsible Person/Agency. Staff Sgt. Jones/ John Smith (DFAS-Seaside) and Jane Doe (Installation Supply).

AAR Summary. To conclude the AAR, the facilitator reviews and summarizes the key points of the discussion. Now is the time to ask for any alibis and, if necessary, to go over the "Sustains and Improves" again. The AAR should not be a timed event or an exercise in stamina. The facilitator should end the AAR on a positive note.

Documents. Because the intent of the AAR is to improve, develop a plan of action to incorporate the strategies for sustainment and improvement. Documentation can be either internal or external in focus. The AAR is a non-attribution exercise, so it is best to limit the dissemination of any formal documents.

We came up with 14 major issues that were important to everyone. The participants were able to agree on a common plan of action. After the AAR sessions, we detailed responsible persons and agencies. One obvious outcome was that many fixes needed coordination by agencies outside of the ASC, DFAS or Garrison. With our agency, external factors influenced how well the year-end closeout was executed. The AAR proved useful in zeroing in on systemic problem areas that concerned more than one activity or office.

The AAR process proved successful for our organization. In fact, private industry has contacted the Army proponent at Fort Leavenworth, Kan., on the AAR process. However, private industry uses the AAR as part of "Best Practices." While it has not become the latest management fad, Fortune 500 companies continue to adopt the "AAR" using the Army model. Not to be outdone, the Air Force is also beginning to use the AAR method as well.

Try doing an AAR for your next problem-solving exercise.

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ASMC PDI Army Day 2000

by Helen Lorio and Rod Bricksin

Over 900 Army civilians and military members attended this year's Army Day, May 31, at the Philadelphia, Pa., Convention Center. The morning general session and ten afternoon workshops were held in conjunction with the annual professional development institute of the American Society of Military Comptrollers.

In the two-hour general session of all Army attendees, Assistant Secretary Helen McCoy welcomed ASMC members and presented the Army's top annual resource management awards to Linda Crouch and Bill Guillaume of Training and Doctrine Command and to Lt. Col. Douglas Shipp of the financial management and comptroller assistant secretary's office. In recognizing these and other award recipients, McCoy underscored support for the Army's new vision and transformation plan and shared the platform with several other senior Army officials.

Craig College, deputy director of Army program analysis and evaluation, confirmed that today's Army remains trained and ready to support the national military strategy. The Army will be more heavily engaged in peacetime-shaping than ever before, and in 10 to 15 years, Army transformation aims to achieve a land force that is responsive, deployable, agile, versatile and lethal.

Paul Hoeper, assistant secretary for acquisition logistics and technology, discussed Army transformation from the materiel perspective, touching on the need for and flow of action in recapitalizing and rebuilding our equipment, and on the future fielding of initial and interim rapidly deployable brigades.

Mahlon Apgar, assistant secretary for installations and logistics, stressed differences between competitive sourcing and privatization: competitive sourcing is contracting out under provisions of Office of Management and Budget circular A-76, and it may or may not shift work from government to contractor performance. Privatization shifts all of the work and mission requirement for an activity and transfers the assets to do it. Apgar also noted we couldn't afford to continue maintaining vastly underutilized capital resources.

Robert Bartholomew III of the assistant secretary office for manpower and reserve affairs focused on transforming concepts, doctrines, the military force and the institutional Army civilian workforce. Average age of the civilian workforce, now 47, continues to climb, indicating we must maintain or boost intern intake (950 more scheduled next fiscal year) and fully execute annual manpower programs.

In response to a question about more base realignments and closures, the answer was, "We hope so, but don't know when, and maybe we should also pursue other things besides BRAC."

Presentations of the following 10 afternoon Army Day workshops are accessible by visiting the ASA(FM&C) web site, http://www.asafm.army.mil.

Stored Valued Card, *Juan de Jesus* — Overview of the ASA (FM&C) stored value card or SVC programs being used in Army basic training and in Bosnia; partnership, history, rationale for using SVC as a cash management tool and lessons learned.

Army Defense Travel System, *Barbara Jefferson, DTS program manager and Bill Stefan of the DTS staff* — The Army Defense Travel System, or DTS, is envisioned as a "seamless, paperless temporary duty travel system that meets the needs of travelers and commanders, reduces costs, supports mission requirements, and provides superior customer service." To realize that vision, DTS has developed a training and deployment schedule to field the system. Fort Campbell, Ky., the first Army site, last May and June tested the electronic end-to-end process from creating travel orders to filing after-trip claim vouchers. DTS is the full-up system interfacing with all relevant accounting systems. DTS-Limited assists in transitioning to the new culture of travel and adjusting to process changes required for full DTS use. DTS-Limited gives late scheduled sites some advance preparation time to get used to full DTS, so they can switch over to it more easily.

Problem Disbursement Panel, *Ron Jones* — ASA(FM&C) and Defense Finance and Accounting Service representatives answered questions and discussed disbursement problems, issues and concerns expressed by the Army's major commands.

On-Line Report Viewing, *Andrea White, DFAS* — OLRV, the DFAS standard paperless initiative, takes data reports out of a system and generates an electronic copy (soft copy) of the report.

Acquisition and Cross-Servicing Agreements, *Dick Van Beest and Debra Gold, USAREUR* — Purpose and intent of the ACSA program, general requirements and conditions for its use, and parties responsible for executing and administering ACSAs.

Defense Finance and Accounting Update, *Steve Bonta and Michael Dugan, DFAS* —Obligation matrix, problem disbursements, the single stock fund and the impact of all on DFAS operating locations.

Activity Based Costing Panel, *Steve Bagby* —Insight into Army's current cost management initiative featuring activity-based costing or ABC, being implemented Army-wide in 11 business areas—highlighted the ABC software, reviewed newly available training courses and took audience questions.

Multi-Disciplined Financial Analyst, *Mary Beal* — The comptroller careerist of the future must be multi-functional, multi-dimensional and capable of handling various situations with confidence and skill. The Multi-Disciplined Financial Analyst initiative is designed to achieve these objectives with well-defined training and development plans.

Accreditation is a systematic approach to validating credentials of Army financial management personnel. Its objective is to systematically achieve a quality level of professional development through mandatory and recommended courses and training for all financial management personnel. There are four levels of accreditation. To determine one's level of accreditation, check the requirements specified at each level.

The employee completes a comptroller accreditation evaluation form or AEF and a comptroller three-year individual development plan. The supervisor then completes an accreditation evaluation worksheet. Check the website for more information and forms that are available on line at
http://www.asafm.army.mil and go to Proponency.

Proper Use of Element of Resource, *Cindy Custer, Ilse Kleiman, Sam Brown* — Appropriate use of EOR, access to OMB and Defense guidance on object classification, concern in contract obligations, anticipated future changes, and use of functional cost accounts to further identify items. Congress reviews object class trends when making appropriation decisions. High-visibility object classes include advisory and assistant services, other service contracts and purchases from revolving funds.

In the 1999 defense authorization bill, Congress mandated that for each appropriation during that year and this, object class 25.2, other services, would not exceed 30 percent of object class 25, contract services. Starting Oct. 1 the limitation drops to 15 percent, and we can soon expect General Accounting Office compliance audits. To be ready for such audits and to pass them, consider these helpful hints:

- In determining which EOR to use, classify the resource according to what is bought and not how it is bought or purchased.
- Perform monthly or quarterly review of obligations citing EORs in the contracting (25**) series
- Consult DFAS manual 37-100-xx and any changes to ensure correct use of EORs
- Train budget analysts in proper use of EORs
- Review the EORs of object class 26**, supplies and material purchases, and 31**, equipment purchases. The DFAS manual for

fiscal year 2002 will have a new section on these elements of resource.

A functional cost account or FCA is a five-digit code identifying specific functions within a project or an Army management structure code, AMSCO. FCAs help retain identity of designated high-visibility cost items. They also help cut down the number of EORs and can thereby reduce the percentage of "other services" in object class 25.2 below the statutory percentage limitations. FCAs are valid only during the year of execution and are not used to program or budget funds. These 10 functional cost account categories are more fully described in DFAS-IN Manual 37-100-00:

B Medical Research, Development and Operations
C Costing of Commercial Activities
D Base Closure/Reductions in Force
E Intelligence Command Program
F Contingency Functional Cost Accounts
F9 Miscellaneous Functional Cost Accounts
P Productivity Capital Investment Program
R Morale, Welfare and Recreation
T Panama Canal Treaty
Y Counter Narcotics Program

Cost of Doing Business, *Donna Rovere, Corps of Engineers Huntsville Center* — How CEHC sets and keeps an organizational standard of excellence that it challenges all Army activities to achieve. CEHC people see themselves as a customer-oriented, knowledge and service-based organization that operates like a business. They earn their operating funds from customers' funded orders and establish a buyer-seller relationship that must produce quality products, on time and at the least possible cost.

Since 1996, CEHC has earned 18 DoD and Army awards. In 1998 and 1999, they earned the President's Quality Award for their "systematic approach," described as "a repeatable method that is aligned with organizational strategy; executed by enabled and empowered employees; focused on needs and requirements of the customer; measured to evaluate performance and to establish trends; compare themselves to competitors, and to continuously improve." The center manages its operations through eight phases, from inputs to results. Their own metrics for cost trends and productivity aid in managing human, technical and customer resources. CEHC uses Baldrige quality award principles to continually improve measured performance variables and results. For example, during 1996 through 1999, as compared to 1992 through 1995, they achieved $69 million in customer savings while increasing customer satisfaction 20 percent by reducing costs and increasing productivity.

CEHC uses three types of teams: corporate, program and functional. Each level establishes goals and metrics to measure progress. Through a formal measurement and goal-setting process, they recognize contributions and award team accomplishments. They use a 360-degree performance management review process that provides feedback from everyone involved in a task or project from supervisors through customer satisfaction. This feedback measures "behaviors" rather than results. The feedback is anonymous and it uses numerical ratings captured in a pc-based application that computes scores. Constant feedback based on meaningful metrics achieves a constantly "growing within," highly supportive organization focused on satisfied customers.

About the Authors

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Rod Bricksin is a program analyst in the office of the ASA(FM&C). He graduated from the University of Illinois and the Army Comptrollership Program at Syracuse University. He was chief of the RM operations office in Army Materiel Command headquarters until moving to the Pentagon in 1989. Bricksin currently serves as Army vice president of the American Society of Military Comptrollers.

Answers to quiz on page 30:

1. A 2. C 3. B 4. C 5. D

Are you ready for the 21st century?

by Kenneth M. Whittaker

Many resource managers know all there is to know about their physical and financial assets and the uses of funds. Few can argue that this simple management strategy has not worked in the past. But it won't work in the future! The problem with planning for the future is that it demands a basic understanding that previous formulas no longer work. Fundamental assumptions must be questioned, and all relationships must be reconsidered. Running our organization like the old days is a sure recipe for disaster in the future. Let me explain why.

Clearly, applying knowledge is the primary ingredient of what RMs do, and it is our most important asset. Therefore, managing the source of our knowledge is perhaps our single most important task today. However, many RMs are ignoring this critical task and are running their organization like the old days, as if things wouldn't ever change. Even the managers who do realize that knowledge is our most important asset will have difficulty moving to practical strategies leading to successful performance in the future, unless they understand how future changes will affect them.

The world is changing at a rapid pace, and only those who understand the changes will be poised for success. Therefore, RMs must understand the crucial impact of the collapsing U.S. birthrate. Only then can they plan their business strategy into the new millennium. Our nation is experiencing a declining birthrate, with slightly less than two children per family. Coupled with the fact that people are living longer than in decades past, there will be an explosion of older people and a shortage of younger ones. To put this in perspective, consider that in the U.S., compared to 73 million "baby-boomers," there were about 45 million "generation-X'ers" born when the birth rate started to drop.

What this means in our business is that RMs must gear up for a totally different assumption—that there will be a shrinking population of young people and therefore not enough workers to meet demand. This is an unprecedented experience requiring new strategies, and RMs must start looking now for innovative ways to stretch the labor pool.

For example, a recent article in USA Today illustrates how employers are trying to stretch their available labor pool by recruiting "boomerangs," employees who quit and then come back. Employers who once shied away from "boomerangs" are now aggressively recruiting such former workers. Loyalty is taking second place to experience in the current tight labor market. Instead of treating resignations as "bad" and as people you don't want back, companies are looking at talented people differently. It's no longer loyalty they're after, but seasoned employees. Employers are taking the opportunity to build long-term relationships through alumni groups, newsletters, cocktail parties and e-mail exchanges with the simple goal of turning former hires into job candidates. For instance, at one major company, employees who leave receive an anonymous survey three months later asking if they'd consider returning. About 800 to 900 workers last year were hired back.

It's no surprise that employers are aggressively trying to recruit and retain seasoned employees. Recruiting new employees is risky business. Most managers hire new people based on candidates' job experience, knowledge, skills and abilities. While these criteria are easy to evaluate, it's much more difficult to identify candidates with the right qualities, talents and characteristics for success in an organization. For example, how do you determine if a candidate is creative and proactive or has problem-solving abilities? Odds are you will not make the right selection a third of the time. The remaining two thirds may be minimally effective at best, or outright failures at worst.

In addition, recruiting is expensive. U.S. government figures put the average cost of hiring one employee at $40,000. That may sound high for search and hire costs and the value of management's time interviewing candidates for a job. However, there are many less obvious factors to be considered when determining recruiting costs. There are training, orientation and effects on co-worker productivity. There's a learning curve affecting related functions that may degrade performance and productivity and result in schedule slippage. And there are space, utilities, equipment and overhead costs.

However, finding a good employee isn't nearly as difficult as keeping the person once on board. The Bureau of Labor Statistics reported that from 1987 to 1991 the average time employees had worked for their current employers was 4.5 years. Why devote time and money to recruiting the right person, only to lose them to neglect? If you want to ensure that employees remain with the organization, you must identify why people are leaving and try to remedy or prevent the problem.

A proactive approach like the ones industry uses to reduce customer defections may help in addressing employee defection causes. For example, Deere & Company, which has a 98 percent customer loyalty record, uses retired employees to meet with defectors to find out why they defect. They use retired employees to ensure that the interview uncovers useful information, not just an easy excuse, so they can focus on correcting the problem. Similarly, exit interviews can help to explain why employees are leaving.

There are a variety of reasons why people leave. The number-one reason is the first area where improvement must be made if you want to keep employees longer. Perhaps more useful than an exit interview may be a post-exit interview within six months after an employee leaves. An advantage of post-exit interviews is that after a little time the emotions related to a job change have simmered down, and people have time to objectively compare their new and old employers. In addition, the former employee doesn't have to worry about burning bridges and can provide honest and open feedback.

Another alternative is to ask current employees why they stay. This approach gives a considerably different perspective to the retention problem by focusing on an organization's strengths rather than its weaknesses. Reinforcing strong points may be easier than trying to eliminate the frustrating elements of the job or conditions outside of your control that cause people to leave. To retain employees, emphasize and build on the positive aspects of the job, and give them more of what they like.

Perhaps a better strategy for dealing with the shrinking labor pool is to forge new work relationships with older workers. Why is attracting and holding knowledge workers past traditional retirement age a better strategy? Employees are more productive the longer they remain with an organization. In addition, you've already invested in their training and education. A recent study showed that a 10 percent increase in work force education leads to an 8.6 percent gain in productivity. Therefore, organizations that succeed in attracting and holding knowledge workers past traditional retirement age and make them fully productive will have a tremendous advantage over those that don't.

Fortunately, all indications are that older workers want to work, but not at any cost. Organizations will have to take their perspectives into account when designing jobs. Top-down leadership must give way to change leadership. Older employees need to be treated as if they are volunteers, not employees. They want more than a paycheck; they're seeking interesting and rewarding work. Managers will inspire them by leading, not commanding. In addition, older workers will want the opportunity to design their work schedules and work part time while taking care of family or health issues. They will seek a better balance between work and their personal life. Options might include telecommuting or having other flexible schedules. For example, AT&T lets thousands of its employees telecommute at least part of the week from home by computer.

In summary, organizations that don't realize the slowly changing demographics of the workforce will find themselves in a serious employee crunch that will jeopardize their mission. We must recognize that things are changing, and for us as RMs, human capital allocation will have to be made as purposefully and as thoughtfully as with physical and financial assets. The past will not predict the future, and previous formulas for success may no longer work The unprecedented shortage of younger workers, coupled with an explosion of older workers, will require new strategies and "outside-the-box" thinking to find ways to stretch the labor pool. The staffing choice you make today will be the most important decision a resource manager will have to make in the 21st century.

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Defense Resources Management Institute

Located at the Naval Postgraduate School in Monterey, Calif., DRMI is a OSD-sponsored institution teaching professional education programs in analytical decision-making and RM to military officers and senior civilians. Created in 1965 to provide education on implementing and using the planning, programming and budgeting system, the institute continues its program of helping people make good resource allocation decisions to support defense operations. DRMI's courses in analytical decision-making and resource allocation help participants develop skills and thought processes for deciding how best to allocate scarce resources among abundant alternatives under conditions of uncertainty.

The institute's Defense RM Course is for active and reserve U.S. military officers O-4 through O-6, civilian employees GS-11 through GS-15 or equivalent, people participating in accelerated career development programs and foreign officials of similar rank and grade. The course is not limited to financial managers; its skills and processes are invaluable to anyone who must decide among different courses of action. The four-week course is particularly well suited for any who have made a career change and/or who require quick training to prepare for a new assignment. Progressive managers working in functional fields concerned with resource allocation (such as operations, logistics, manpower, procurement, financial management and base operations) can profit from the DRMI curriculum. Program managers, planners, engineers and systems analysts will also benefit.

Attendance at a DRMC class offering is by quota. Services, agencies and commands normally manage their own quotas for attendance; however, there is usually room for additional participants in each class. If you're having a problem getting a quota, you may contact the administrative office directly to find an opening. There is no tuition cost for DoD participants and on-base unaccompanied housing is provided in the historic Del Monte Hotel on the Naval Postgraduate School campus. The only cost to the participant's organization is for travel and meals.

Fiscal year 2001 classes:

DRMC 01-1	**8 Jan – 2 Feb**
DRMC 01-2	**23 Apr – 17 May**
DRMC 01-3	**21 May – 15 Jun**
DRMC 01-4	**23 Jul – 16 Aug**
DRMC 01-5	**20 Aug – 14 Sep**

For more information on DRMI, see our web page at http://www.nps.navy.mil/drmi or contact our administrative officer, Mary Andrews, at (831) 656-2104 or DSN 878-2104. DRMI is also listed in the Army Training Requirements and Resources System, ATRRS. Enter 770 as the school code on the search screen, and then select DRMC.

1999 IRS Forms W2: Another military pay success story!

by Maj. Chris Babcock

A few months ago, Defense Finance and Accounting Service Indianapolis Center's directorate of military pay wrapped up another period of making manual federal and state wage and tax adjustments for the 1999 tax season. "Manual corrections?" you might be saying. "Doesn't the Army's pay system take care of all tax issues on an automated basis?" Well, yes, for the most part it does. Soldiers, along with sailors, airmen and Marines, are paid under the Defense's Joint Military Pay System. While DJMS works generally well and has automated most tax issues, including W2 forms, the system doesn't properly account for combat zone service or leave for tax purposes. For the increasing number of deployed soldiers we support, this is a big issue.

So how manual was the process? What did DFAS Indianapolis have to do to address the combat zone tax shortcomings? Basically, we faced a colossal effort to get corrections done and make necessary pay system inputs—similar to what we did for the 1998 tax season. Many individuals from the DFAS Indianapolis DMP and DFAS's Denver center worked hard as a team to ensure that as many soldiers as possible received correct W2s up-front—with changes due to pay system deficiencies being totally invisible to our field customers. Those same folks also worked well into January and February 2000 to ensure that soldiers needing corrected W2s or IRS forms W2c got them as quickly as possible.

Let me briefly cover how the 1998 tax season went, so you'll have the proper frame of reference for what happened this year. First, we didn't become aware we had big problems with how DJMS handled of combat zone taxes for W2 purposes until mid December 1998, when system programming problems affecting combat zone wages and taxes became evident. At that point, we had very little time to audit and correct accounts before issuing the W2s. As a result, most corrections had to be made in January and February 1999, automatically resulting in the issuance of a W2c and the potential delayed filing of federal and state income tax returns by the affected soldiers. We did a tremendous job in getting the corrections made accurately and quickly; but, needless to say, this was not the ideal situation from a customer service standpoint.

What could we do differently to improve this year's tax season effort? Our key leaders and tax experts got together in Aug. 1999 to examine ways to do just this. After much examination and discussion, a plan was put together to hopefully minimize the need for post-W2 production audits and W2c generation. Here are the major facets of this plan and how it was executed.

Doing changes "before the fact."

This was the biggest difference between last year's processing and this year's effort. Experts from the DFAS Indianapolis systems and procedures office, in consultation with folks from the software engineering organization of the information technology directorate, the centralized operations office and other DMP senior leaders, devised a system that let us input adjustment transactions and "warehouse" them for system release just before W2 production in December. Basically, we created a dummy transaction block, specifically for this project, in which to input the transactions. Then, utilizing military pay account data produced during the October and November 1999 W2 practice or dry runs (used to test the W2 production systems and processes), we audited accounts identified with potential combat zone tax problems.

Starting in late October and running through mid-December, we made corrective input into the dummy block as necessary. Now, if you think about this process for a while, you will realize that we were making input in October, November, and December to correct accounts so the year-end W2 would be correct. I bet you're saying, "How can this be possible? How can you make year-end input before the end of the year?" Well, therein lies the beauty of using the dry run data. That data was postured to look as it should at the end of December (given no changes to the account), so we were able to use that information to make year-end corrective account inputs to ensure the generation of a correct W2. All inputs were totally transparent to the field and to each affected soldier!

Placing internal checks and balances in the above system to ensure account accuracy.

Obviously, doing changes before the fact with postured data will not account for any changes that occur between the dry run that produced the data and the production of the actual W2s. For example, a promotion occurring in December would not be visible to us and would render our computations made with the lower grade's wage data inaccurate. Therefore, we had to devise a way to account for these differences and prevent bad data from going into the system. We solved this dilemma by "bumping" the input made in our dummy input block against the actual end-of-month December pay account data. Accounts with any differences between our calculations and the actual data were removed and set aside to be reviewed for potential W2c issuance.

Conducting tax classes.

As happened last year, the great number of accounts to audit before end-of-month December (over 23,000) meant we needed help from folks outside the normal military pay input lines to get as many accounts as possible audited and fixed. However, we didn't want to repeat last year's situation where our on-the-job training efforts were hastily put together and executed (given that we had very little time to react). To improve accuracy and productivity, we decided to conduct extensive up-front on-the-job tax training for everyone working these cases. We built a team of technicians from various military pay elements to develop and give this training. Utilizing a three-tiered system (separate sessions for folks with minimal, working and extensive tax experience), the team trained 170 people throughout the directorate. Did the classes help? You bet they did—our average case processing went from about 1-1/3 cases per hour in 1998 to over 1-1/2 per hour this year—a productivity increase of nearly 15 percent! We plan to conduct similar training each tax season, as needed.

Utilizing "outside" help for the duration of our project.

As mentioned, we got many others besides the normally assigned people to audit the accounts. In addition, DFAS-Denver again assisted us with working indebted separated accounts which are their area of expertise. However, we did two things differently to maximize the amount of cases we could work across the project. First, we gave everyone who went through the tax classes DJMS system access to make their own inputs (if they didn't already have access). Second, we utilized these folks throughout the entire tax project, not just in December. Both of these steps boosted productivity and throughput.

So what was the end result of our efforts? In a word, success! We improved measurably from the preceding year the number of accounts fixed ahead of W2 production (so the original W2 wouldn't require adjustment) and the speed of working the remaining accounts. From Oct. 21 to Dec. 20, 1999 (the W2 input cutoff date), we audited more than 23,000 accounts in about 14,000 regular and overtime hours. Of those, 6,700 were actually corrected, precluding need for a W2c; 3,300 were correct as they were, so needed no action; and 13,000 had to be done again in January due to unforeseen changes. From just before Christmas until Feb. 12, 2000, everyone worked just over 13,000 accounts in about 8,600 regular and overtime hours. Taken together, we examined over 36,000 accounts in about 22,600 hours, versus last year's 16,000 accounts in 12,000 regular and overtime hours. This was a tremendous effort, to say the least! It was also absolutely worth it, because nearly 10,000 soldiers got accurate W2s the first time and/or didn't have to wait to file their tax returns, compared to only 6,200 the year before.

Hopefully we've seen the last of these major manual efforts. A large systems change request package is currently being tested to fix most of the systemic DJMS problems with the treatment of combat zone tax issues, which should render moot the need for most of our manual audits and workarounds. This will be great news for all of us at the DFAS Indianapolis and Denver centers (reduced workload and personnel cost savings) and for our supported Army customers (elimination of most inaccurate W2s). If, however, the change package is not implemented, all of us in the Directorate for Military Pay will be ready and willing to do whatever it takes to ensure our customers will again receive a high quality W2 product as quickly as possible.

About the Author

Maj. Chris Babcock, currently deputy chief of field operations at the DFAS Center for Sustaining Operations, Indianapolis, headed the military pay processing division in the Indy centralized operations office in late 1999 and early 2000. He is a 1988 graduate of Ohio State University and a 1995 graduate of the Army Comptrollership Program at Syracuse University.

First regular ACC class graduates

Just in time for Memorial Day, the first regular class of the Army Comptroller Course gave five soldiers and 19 civilians from 11 Army commands a taste of what it's like to be a "real" field comptroller. The course featured a challenging and realistic RM exercise at a mountain retreat, where groups of students role-played field-command staff members such as chief of logistics and participated in a "decrement" task in which there weren't enough resources to go around. Students discovered the difficulty in reaching consensus about where to take reductions in a program and the need to think through what all the likely consequences might be.

ACC is a new four-week comprehensive training experience for officers newly designated into the institutional support career field in functional area (FA) 45 and for journey-level Army civilian careerists. Course focus is on federal budget challenges, strategic planning, the planning-programming-budgeting-execution system or PPBES, accounting, fiscal law, activity- and service-based costing, manpower management, contracting, management controls, competitive sourcing, financial operations, the legislative process, and installation and major command resource management.

Under the officer personnel management system for the 21st century or OPMS XXI, some officers will begin FA 45 careers with 12 years' commissioned service—a point which coincides with release of Army-wide screening board results on their promotability to major and on designating a career field for them. Based on this late entry date, some officers will have had little or no FA 45 training or experience. The ACC is geared primarily to serve the functional training needs of these officers and should be taken en route to the first FA 45 assignment. The course is also useful and beneficial to CP 11 careerists at the journey level. For more information, check the ACC article in the *Resource Management* 4th Quarter 1999 issue.

ACC class 00-1 students graduated May 25.

Name	Command
Cherrie Argoe	MEDCOM
Maj. Roxanne R. Austin	USAE
Maj. Ryan Brunk	FORSCOM
Tricia Bustos	MEDCOM
Bobby D. Carter	FORSCOM
Cheryl L. Christensen	AMC
Maj. David M. Croy	USASOC
Pedro A. Delgado	AMC
Maj. Richard A. DeLude II	TRADOC
Michelle E. Evans	MEPCOM
R.C. Fell	USACE
S. Sgt. Russell Greene Jr.	USASOC
Conrad R. Gren	USACE
A. Frank Hall	AMC
Linda S. Hammonds	MTMC
Cherry J. Hovik	AMC
Randall L. Johnson	MTMC
Tatjana Karanovic	TRADOC
Noel B. Keeton	AMC
Maj. John F. Kope	TRADOC
Janice M. Kussman	HQDA
Susan B. LeBleu	USACE
Cynthia L. Miller	USASOC
Richard T. Paul	AMC
Capt. Jeffery F. Rimmer	MEDCOM
Wagiha H. Solomon	USAR

ACC deadline schedule

ACC Dates	Suspenses to PO
◆ 01-I 15 JAN - 08 FEB 01	◆ 07 DEC 00
◆ 01-II 18 JUN - 13 JUL 01	◆ 02 MAY 01
◆ 01-III 27 AUG - 20 SEP 01	◆ 17 JUL 01

Telling the Korean theater's story

by John Di Genio

"The poet lifts his pen while the soldier sheaths his sword. . . And the poet sheaths his pen while the soldier lifts his sword."
— Ian Anderson and Gerald Bostock, from the Jethro Tull album *Thick As A Brick*, 1972

There are many articles about proper writing that suggest how ability to succinctly and logically write about an issue improves chances of career progression. Although addressing this issue from different angles, each paper offers a similar solution: to improve one's writing abilities, one must constantly practice to "write right." Additionally, professional military publications, various newspapers throughout the world, and well recognized periodicals are filled with stories about the U.S. military involvement in the European theater.

With much news about the Balkans and the Middle East, people tend to forget that the U.S. military has a major commitment in northeast Asia—Korea. Some 50 years after the fighting here, Korea remains one of the world's flashpoints, a place where cold war flames have yet to be extinguished. Although there was progress in the June North-South summit talks to ease tensions on this tiny peninsula, and with that some U.S. sanctions against North Korea, one must keep in mind that North Korea maintains one of the world's largest forward-deployed armies. Their offensive posture, coupled with their recent development of ballistic missiles and weapons of mass destruction, keeps the Korean peninsula highly volatile.

The U.S. Forces Korea commander-in-chief's initiatives group, known here as the CIG, has developed a program where aspiring authors, or those who simply want to improve their writing skills, can write professional papers covering topics of interest in Korea for publication in military journals. The USFK professional writing program gives military, civilian and local national personnel an excellent opportunity to improve their writing abilities and remain competitive in their respective career fields. Through the Professional Writing Program, or PWP, published papers tell a world-wide audience about efforts in Korea to preserve the peace, remain vigilant and ready, deter aggression, achieve efficiencies, resource various programs and improve quality of life for military personnel, family members and U.S. civilian and local national employees.

With this as our starting point, let's look at the process and some recently published RM topics. In 1997, the command group launched a voluntary program allowing authors opportunity to write professional papers about the Korean theater. Prospective authors initially received neither guidance on how to prepare papers nor incentive to write a quality manuscript. Regrettably, personnel within the staffs did not take advantage of the opportunities offered in this program to develop and improve their writing abilities. The strictly volunteer PWP did not work; however, command leadership was not put off by that. In 1998, the USFK deputy chief of staff made the program mandatory for joint and combined staffs and component commands in Korea.

To make PWP work, CIG officials set program requirements and writers' guidelines for "telling the theater's story." According to the CIG schedule, small staffs such as RM need to provide a paper each year in May, and larger elements such as the C/J3 do two a year, in May and November. A council of colonels reviews and comments on the papers. Authors of published articles get a plaque signed by the four-star U.S. commander. In PWP's first two years as a command emphasis program, 30 papers telling the theater's story have been published in military journals.

Submitting a paper is easy. Each staff or component has a PWP point of contact to whom writers bring and discuss ideas for articles. The contacts relay these ideas to quarterly council-of-colonels meetings for review and acceptance.

Once accepted, the writers are asked to read and use a PWP writer's checklist to help with the product. Unlike the first attempt at creating a writing program where authors received neither guidance nor instruction, a CIG PWP facilitator and a public affairs writer give regular writing workshops. Thus, the CIG affords liberal opportunity for writers to succeed in telling the theater's story.

The CIG PWP facilitator and the officer in charge review and comment on the papers submitted, and they may challenge writers' ideas as part of the developmental process. The CIG not only reviews papers for grammar and spelling; it also makes sure that the concepts expressed in the paper are factual (personally, being drawn to polemics and rhetoric, this is the part of the process that I enjoy the most). The colonel council further reviews the submitted papers for content, accuracy or needed technical modifications. Thus, the papers are thoroughly scrubbed. After all, nothing is more embarrassing to a command—wouldn't you agree—than to have manuscripts written by their own people containing inaccurate information, wild assumptions or gross exaggerations.

After editing, re-write and obtaining a security release, the public affairs person or the originating staff solicits publication of the paper in a professional military publication or bulletin such as this one.

The PWP writer's checklist, (see figure 1), guides and assists writers in staying focused and on track. The PWP process is summarized in the chart following the writer's checklist.

To those whose PWP articles are published, the CIG presents a command plaque. Many recipients, however, write for more than receiving a plaque. Knowing that we have told our theater's story through a professional journal is award enough for us. For that reason, the command has a number of multiple PWP writers, several of whom have submitted unsolicited papers. Occasionally a military publication may reject a manuscript, and it is then that the program facilitator and fellow contributors offer encouragement. The by-word is, keep trying.

PWP papers published thus far cover many topics, predominantly logistical concerns, such as obstacles that can be encountered in sustaining

1. Topic selected by Unit/Org "Tells Theater Story" ________
2. Author provided information on Professional Writing Program _______
   - PWP overview & process briefing charts
   - Publications listing
3. Target publication Identified: _______
   - Writer's Military Market lists publications
   - Understand what publishers are looking for:
     — Target audience
     — Page length, format
     — Exclusiveness of submittal
     — Query POC
     — Pictures
4. Security review statement submitted to CIG ________
   - See attached boilerplate approved by PAO
   - Security Review required prior to releasing article outside of unit
5. Author bio with phone # and e-mail address if PCS'd________
6. CoC & PAO Review (30-day window + 15-day follow-up if required)
   - Authors must address any challenge on fact ________
   - Authors must address any security concerns ________
   (Note: Author discretion on grammar, punctuation, style or word choice)
   - Copy of final draft (marked as such) provided to CIG________
7. PAO provides final authority to publish. ________
8. Originator, CIG or PAO may submit to publisher ________
   (Note: General officer endorsement optional. May help article get published.)
9. Chain of command present plaque to author________
   Criteria:
   - PWP article published or
   - PWP article releasable for publication
   Security review statement: submit to CIG and PAO via letter or e-mail.

Figure 1

mobilization efforts in this theater, wartime host nation support, and the use of commercial off-the-shelf technology to get materiel from the port to the foxhole. Other articles have addressed the role of the paramilitary Korean Service Corps on the modern battlefield, the use of landmines in Korea as a force equalizer to counter the numerically larger North Korean military apparatus, the leveraging of commercial food safety technology within the Korean theater, and the use of emergency essential civilians in this forward deployed environment.

Two RM articles developed under PWP auspices were published here a year ago, in the 3rd quarter 1999 issue. Budgeting for U.S. Forces Korea ('Mixed pot' funding challenges conventional thinking), by Min Tae Kim, explained how Republic of Korea monetary and in-kind contributions affect the U.S. forces funding profile. You Say You Want a Revolution, by Brenda Scott and me, related the principles of Total Quality Management to U.S. Forces Korea and the Korean environment. Readers are welcome to peruse those articles separately as examples of this writing program's products.

The USFK PWP establishes an effective means of raising the level of awareness among civilian and military leadership of issues affecting the command. The program markedly improves our ability to communicate to the rest of the world why we do what we do in the Korean theater. The Korea PWP has been successful in getting articles published that tell this region's story to the rest of the world. The RM staff has used this program to tell the military community about budgeting challenges and the application of TQM in USFK. More importantly, the PWP tells the world that Korea isn't about "Hawkeye Pierce" or "Hot Lips Hoolihan," characters from *MASH*; rather, it's about a dedicated group of professionals making a difference along "Freedom's Frontier."

About the Author

John Di Genio is an operations research analyst in the U/C/J-1 (personnel staff) office of U.N. Command/Combined Forces Command/ U.S. Forces Korea. He is a frequent contributor to RM.

PMCS class 00-D graduates

The Army had three military and seven civilian students among the July 14, graduates of the Professional Military Comptroller School's Class 00-D. Students completed six weeks of graduate instruction in contemporary resource management issues and problems facing financial managers throughout the DoD. The class also included students from the Air Force, Navy, Marine Corps and DFAS.

Name	Command
Larry G. Bolls	TRADOC
Maj. Lester J. Campbell	USAREUR
Lt.Col. David C. Coburn	HQDA
Lt.Col. David P. Dolph	INSCOM
Joanne D. Gibbs	USACE
Kathy L. Grusing	FORSCOM
Kathy M. Harris	USARC
Ursula L. Key	INSCOM
Brenda B. Scott	EUSA
James B. Toohey	USAREUR

PMCS deadline schedule

PMCS Dates	PMCS Suspense to PO
◆ 01-A 10 OCT - 17 NOV00	◆ 05 SEP 00
◆ 01-B 16 JAN - 23 FEB 01	◆ 07 DEC 00
◆ 01-C 26 MAR -04 MAY 01	◆ 08 FEB 01

Other course deadlines

Professional Resource Management Course (PRMC)

PRMC Dates	PRMC Suspenses to PO
◆ 01-I 23 OCT - 17 NOV 00	◆ 05 SEP 00
◆ 01-II 26 FEB - 23 MAR 01	◆ 09 JAN 01
◆ 01-III 23 APR - 11 MAY 01	◆ 06 MAR 01

Sustaining Base Leadership & Management Program (SBLMP) Army Management Staff College (AMSC)

SBLMP Dates	SBLMP Suspense to PO
◆ 01-1 22 JAN - 12 APR 01	
◆ 01-2 21 MAY-10 AUG01	◆ 12 JAN 01
◆ 01-3 17 SEP - 07 DEC 01	◆ 04 MAY/16 JUN 01

COMPTROLLER PROPONENCY OFFICE
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E-Mail: proponency@hqda.army.mil

The Army's privatization initiatives

by Mahlon Apgar IV

In the Army's Office of Installations and Environment, we have adopted the theme of "Privatization Through Partnership" to convey one of our overarching aims of partnering with private enterprise. We must partner with the American private sector—both businesses and non-profit organizations—to help us become more efficient and effective in our core areas of responsibility: the design, construction, operation, maintenance and management of Army installations and housing; the enhancement and reuse of the Army's historic properties; the conservation, compliance and clean-up functions of environmental stewardship; and the disposal of sites we no longer need.

We continue to look for better, more productive ways of conducting our business

As one of the nation's largest stewards of land and buildings, one of our most important missions is to use the natural and built environments that are entrusted to us productively but carefully, while pioneering advancements in design, technology and management to improve the livability and functionality of our posts. After decades of under-maintenance, we also need to upgrade and sustain facilities and services to support the Army's transformation—to ensure rapid power projection, enhance training and improve the quality of life for soldiers, civilians and their families.

Our fiscal situation shapes our strategy. Creating and capturing efficiencies is the most obvious way to strike a balance between quality of life and soldiers' readiness, because efficiency releases resources for other uses. We are pressing to achieve efficiencies by reducing and avoiding facilities costs, increasing asset utilization, streamlining and consolidating base operations, reducing infrastructure and, at the same time, generating revenue where we can monetize some portion of our assets and services. We continue to look for better, more productive ways of conducting our business and investing in the facilities and programs we need to meet the challenges of tomorrow.

Historically, installations have often been bill-payers for other, more immediate needs. As a result, we have a huge inventory of facilities that require significant improvements. They are not only platforms for projecting the Army's capabilities—they are the places where our soldiers and their families live and work and where the American people see their Army in action. They tell the story of the Army and the story of America, one Army post at a time. So, we must also enhance those Army posts that symbolize the nation's and the Army's heritage. Privatization is a means to leverage the Army's scarce funding resources and staff for these critical tasks.

The meaning of privatization.

Privatization has two components, as I see it—attracting private capital to help fund facilities construction and operations, and enlisting private enterprise in designing and executing programs. Over the past few years, the Army's initial efforts to privatize utilities, family housing and land clean-up have focused on leveraging the Army budget through new sources of funds. But capital alone is not enough.

We also need to benefit from the "Four Es" of private enterprise—the Entrepreneurship, Efficiency, Effectiveness and Expertise that the real estate and service industries can bring to a partnership with government. This means leveraging industry's ideas, knowledge and capabilities throughout the myriad functions of installation management—from cleaning up toxic sites, to providing housing and community facilities, to managing base operations and support services. This is not only about applying "best business practices"; it is also about the art and science of managing land, infrastructure, buildings and operations in our installations.

Many people use privatization as a synonym for outsourcing, but the two terms are very different. Outsourcing has been standard practice in our Army for some years, as it has in corporate America. It is the process of contracting with outside, independent organizations that can provide support services faster, better or cheaper than we can, mainly because those services are their core business, but not ours. Outsourcing does not shift the responsibility for performance or change the way we do business. It merely changes the way services are supplied. For example, when we outsource trash collection or publication of the post newsletter, we still retain the responsibility for ensuring that the service is accomplished on time and on budget—and that it meets our quality standards and other requirements.

Privatization, on the other hand, goes much deeper. It means shifting some or all of the responsibility for planning, organizing, financing, and managing a program or activity from the Army to private contractors and partners while retaining some interest in the operations and benefits of the program.

In certain situations, with specific authorization by Congress, it may also mean transferring some or all of the use of Army assets, such as land, buildings and equipment, from the Army to a private entity. But this does not necessarily mean transferring the ownership. For example, Congress gave the Army and all the military services a number of new authorities in the 1996 Military Housing Privatization Initiative legislation, including limited transfers of ownership. In the Army's Residential Communities Initiative, we do not intend to actually convey the land, but to structure ground leases with private developers, convey title to the houses, and grant development rights to renovate, build and manage family housing over a specific contract period.

The bottom line is that any military function or activity that is mirrored by a large, diverse, competitive market in the private sector is a candidate for privatization. This concept may seem straightforward and even self-evident, yet it is relatively new to our Army. So, it is especially important to clarify what we mean by privatization and how we apply it as we develop new doctrine; for this is a fundamental strategic redirection of the way we do business.

Why we need private partners.

Why are we focusing on privatization? First, with reductions in manning and force realignments, we now have significant amounts of underutilized infrastructure and real estate. We can't afford to carry this huge inventory of land, buildings and other facilities that we've inherited, because it diverts scarce resources from critical needs to modernize the force and to improve our soldiers' quality of life. Private enterprise knows how to create value from illiquid real estate assets—value that in some instances may be monetized and redeployed for other installation needs. That is what RCI is doing and it is why privatization is potentially one of the main levers in reducing our vast infrastructure.

Outsourcing does not shift the responsibility for performance or change the way we do business.

The second reason is specific to the Army's housing, installations and environmental programs—reducing the costs and leveraging the investments we make in construction and maintenance, compliance, clean-up, disposal and base operations. About $10 billion or 16 percent of the Army budget is now consumed by installation, environment and base operation activities. It is a substantial budget, yet we face acute problems that overshadow it. For example, we have a $6 billion backlog of substandard Army family housing that would take more than 30 years to clear under current budget limits and procedures, or $600 million a year of new funding for 10 years. But consider the potential leverage and efficiencies from applying privatization principles over the long haul. In our RCI housing privatization pilot projects, we're seeking an average private/public funding ratio of 8:1. As the program matures, even greater leverage may be possible. In one project alone, our advisors estimate that the Army could realize about $300 million in savings on a total capital investment of $4.3 billion.

Toward a new fiscal model

We've developed many ideas for improving Army posts. But, as the Chief of Staff often observes, ideas without resources are illusions. Here is our resource dilemma: we pay for long-term assets with short-term financing; we do not incentivize savings and reinvestment in our installations; we are heavily restricted in basic real estate actions that the private sector takes routinely; we allow installation funds to migrate to other priorities; and we defer Real Property Maintenance projects until equipment breaks, when it is more costly to fix than it would have been to maintain properly in the first place.

Our teams at Army headquarters, the major commands and installations are exploring ways the Army can reallocate the resources necessary to achieve the vision for Army posts. Some can be implemented through the Army's Planning, Programming, Budgeting and Execution System. We are using PPBES as the core management system to redirect current funding wherever possible and "piggyback" on the Transformation strategy now underway. We are working with the Assistant Chief of Staff for Installation Management to incorporate the proposed vision for Army posts into the Army Planning Guidance Memorandum.

The most fundamental change is to institute Army-wide standards. Global standards could decrease long-term costs by helping to ensure that spending decisions are consistent with the Army's vision and are made on a life-cycle basis—that is, investing in projects with an eye to their long-term costs over the project's useful life, not simply their current costs, to achieve total project savings. If the Army leadership concurs with the need for global standards, the Army Planning Guidance will delineate clearly how standards and life cycle analysis will be formulated.

However, working solely with resources we already have will not achieve significant improvements to Army installations. So we are also exploring ways to unlock some of the value in our assets and base operations. To capture the full potential value of our assets, a new way of thinking and certain new authorities might be needed. These are a few of the possibilities:

- Using life cycle cost analysis and real estate investment management principles as a basis for funding new facilities and major renovations.
- Reinvesting more of the savings that are generated from improving installation asset management and operating efficiencies in a specific program for facilities modernization, upgrading and maintenance, including the ability to share the savings between the Army's headquarters and the installations that generate them.
- Modernizing or constructing facilities in selected locations by using long-term leases or shared-equity arrangements with developers.
- Recapitalizing the Army's huge stock of historic properties using public-private partnerships for qualified historic-property projects on posts, and establishing an Army Historic Properties Trust Fund to enable charitable contributions, tax incentives and grants to be combined in a self-sustaining historic building rehabilitation and maintenance pool.

We continue to look for proven models of successful public-private partnerships within the Army, elsewhere in the Defense Department, throughout the rest of the federal government and in state and local governments. We are working closely with Congress to design and test pilot projects and to ensure that we have sufficient new authorities that will achieve these aims. And we are meeting with both government and business executives to learn more about how they would like to see us manage public-private partnerships.

In conclusion, the Army post presents one of the most complex management challenges in America. "Privatization Through Partnership" is a means to help the Army meet these challenges. Those who plan and manage the Army's resources have a critical role in applying knowledge and ingenuity to the privatization initiatives now underway.

About the Author

Mahlon Apgar IV is Assistant Secretary of the Army (Installations and Environment).

PERSPECTIVES

OFFICE, ASSISTANT SECRETARY OF THE ARMY (FINANCIAL MANAGEMENT & COMPTROLLER)

The following sections were written by different OASA(FM&C) deputies. Not every deputy will provide input for this feature.

Army service school recall policy

by Robert W. Raynsford

My office continually seeks ways to improve the way the Army does business. The goal is to find ways to work smarter and reduce costs. But it goes beyond that. We try to find solutions that benefit all parties involved. I'd like to discuss a new initiative currently being tested at four Army installations that I believe meets those goals.

The Army's service school recall policy corrects a problem caused by a one-week overlap for many military training courses. Due to the overlap, some soldiers receive a certificate of non-availability and reside in off-post lodging for the duration of their training. As a result, temporary duty lodging costs are higher than they should be, occupancy rates for on-post quarters are lower and soldiers lose the benefits of staying on post.

The recall policy allows the Army to recall soldiers from off-post lodging to adequate on-post quarters under certain circumstances. The policy applies primarily to TDY soldiers attending "long-term" (30 days or more) training on Army school-house installations. When a soldier requests lodging reservations and adequate quarters are not immediately available but will be available within eight days after the course start date, the soldier will be advised to make temporary lodging reservations off post and be given a specific date to return to on-post lodging. A CNA will be issued for only the period of time the soldier must stay off post. If the soldier does not claim the reservation or declines the room, entitlement to the lodging portion of the per diem will be reduced to the on-post rate.

The goal of the policy is to encourage good fiscal stewardship of resources by reducing the cost of lodging associated with long-term military training and maintaining optimum occupancy rates for on-post lodging facilities. The policy was structured to minimize any adverse impact on the soldier. First, soldiers will be told when making their room reservation whether they will be recalled to on-post lodging and what day the lodging will be available. Second, the recall policy applies only to soldiers attending training longer than 30 days at Army service schools. Ultimately, the Army and soldier benefit when soldiers stay on post due to increased opportunities for networking with classmates and other soldiers on the installation and closer proximity to their training location and on-post amenities.

The Army is conducting a six-month test of the concept from June 1 to Nov. 30, 2000 at Fort Bliss and Fort Sam Houston, Texas; Fort Knox, Ky. and Fort Benning, Ga. At the conclusion of the test, the results will be evaluated for potential implementation at all Army service schools.

Cost management using activity-based costing

by Robert W. Young

As a result of joint July 1999 meetings of DoD's senior logistics, acquisition and financial executives, the Under Secretary of Defense (Acquisition and Technology) directed the military department secretaries "to pursue aggressively activity-based costing/management (ABC/M) implementation in maintenance depots and anywhere else it could be expected to provide improved cost management, and to prepare written status updates quarterly." It was agreed that, due to declining resources, there was significant incentive to manage cost better, and that the most appropriate methodology to pursue cost management/visibility on a broad, department-wide basis was ABC/M. To support the undersecretary's initiative, the secretary of the Army in November 1999 approved a strategic plan for implementing cost management and activity-based costing (CM/ABC) Army-wide. The plan requires CM/ABC implementation within three years in 11 major business areas. To stay on that time line, the secretary, through the Army's Cost and Economic Analysis Center, committed to:

♦ Provide ABC software and software sustainment – to standardize the software throughout the Army and realize economy of scale through centralized purchase.

♦ Establish CM/ABC courses to train the most business area personnel in the least time, in order to adhere to the Army secretary's schedule and establish a baseline understanding throughout the Army to ensure that applications are cost management-focused.

♦ Conduct limited prototypes in business areas, and encourage them to test the need for ABC when another cost measurement tool may already be in place and in recognition that each business area is different. Also, since cost measurement without cost management would not attain the secretary's goal, the prototypes will apply and further develop CM doctrine and application procedures. The vision is to establish a prototype in each of the 11 business areas, so that lessons learned may be passed within each business area, thus proliferating CM quickly.

With strong support from senior Army leaders in and outside financial management, CEAC has put in place the enablers as directed, to help reach the secretary's goal. The Army has reached a contractual agreement with ABC Technologies to provide software and software sustainment, and at the same time has achieved significant cost reductions. Further, training has been developed for differing audiences, the first class having finished last June. Three courses have been developed and are described below. Refer to http://www.ceac.army.mil/ for information about classes and registration procedures.

Cost and Performance Management Team Cost Management and ABC/M Training, a 5-day class, is for implementing teams responsible for building and maintaining ABC models.

Enterprise Building for Cost Management, three days, is for staff serving as a commander's primary point of contact for CM and ABC/M program implementation.

Executive Level Cost Management and ABC/M Orientation, two days, is for commanders and principal staff of organizations implementing CM and ABC/M.

I encourage you to become familiar with and be active participants in the Secretary of the Army's initiative to achieve greater efficiency through cost management using ABC/M. The above enablers are now available for you to help us win the "Cost War."

The Functional Area 45 (Comptroller) Career Path

by Maj. Dan Cureton, with coaching from Maj. Gen. Jerry L. Sinn

The Officer Personnel Management System, or OPMS XXI, assigns a career field designation to all captains when they are selected for major. If selected to be comptrollers (functional area 45), they may serve in this field for the rest of their career. The challenge is how to provide a viable career path that will produce effective resource managers. Career progression must be examined and, if needed, changed accordingly.

First, let's see what you know about the current FA 45 career path. Please answer the following questions. There is only one correct answer for each question. The answers are located on page 16 in this issue and also in the FA 45 Professional Development Guide.

1. How many lieutenants are currently authorized in FA 45 positions?

A. 0 **B.** 1 **C.** 10 **D.** 100

2. Along with Command and General Staff College, what military course must all FA 45 majors attend to be functional area qualified?

A. Professional Resource Management Course (PRMC)

B. Professional Military Comptroller School (PMCS)

C. Army Comptroller Course

D. Resource Management Budget Course

3. How long must a major serve in an FA 45 qualifying assignment for functional area qualification?

A. 12 mos **B.** 24 mos **C.** 36 mos **D.** 48 mos

4. For functional area qualification, an FA 45 lieutenant colonel must complete 48 months of total service in qualifying FA 45 assignments, attend PRMC or PMCS, and obtain what level of civilian education from an accredited university or college?

A. Associate's degree **B.** Bachelor's degree
C. Master's degree **D.** Doctoral degree

5. For functional area qualification, an FA 45 colonel must complete senior service college and how many months of total service in qualifying FA 45 assignments?

A. 120 months **B.** 96 months
C. 72 months **D.** 60 months

I propose that we change the assignment process to develop better comptrollers who will be valued by commanders in the field, as outlined in Figure 1. "Muddy Boots" time covers the period from commissioning through company command where officers serve in their basic branch—when officers learn war-fighting and leadership skills.

All newly assigned FA 45 captains should attend a transition course that introduces them to RM, followed by a one-year intern program exposing them to RM at division or installation level. After the intern program, most of these captains should attend advanced civil schooling to get a master's degree in business or a closely related discipline. Others would enter the Training with Industry program. TWI would provide insight and training into the development of chief financial officers.

Next, these captains or majors are ready for an assignment at a brigade, division or installation but not above the installation level. Such an assignment will give them a good idea of how military comptrollers work and relate that to the war-fighting skills they have learned in their basic branch.

The next assignment should be a program or budget analyst job at major command or higher headquarters. The FA 45 officer will now be able to recommend budget decisions at this level and have a good idea of the impact on the installation and below.

Now, the FA 45 officer has learned the budget process but must learn how things work in Congress and in the Administration. This can be done by serving as a White House Fellow; an intern on Capitol Hill; a legislative liaison in the Army Budget Office; a legislative liaison in the Office, Chief, Legislative Liaison; or work in the Pentagon's Congressional Affairs Division.

As you can see from Figure 1, FA 45 officers no longer need attend the resident CGSC course. However, they should complete ACS to make up for the one year military education missed at CGSC. Also, they must attend a senior service college (for which they are automatically selected) to be introduced to joint and combined operations, along with how to translate national military strategy into short- and long-range plans.

FA 45 officers no longer aim to be commanders as they would in the operations career field. They are now in the institutional support career field and should be working to become chief financial officers rather than commanders. They need to know the budget process and understand how to influence the funding cycle from congressional passage to installation program budget advisory councils. They must have technical expertise and understanding of automation technology in related financial management systems. There must be a viable career path to grow these FA 45 leaders to be able to protect scarce resources for commanders at all levels.

Please send your comments and suggestions for how to develop a better career path for FA 45 officers to philip.cureton@hqda.army.mil.

Event	Duration
Basic Branch "Muddy Boots" Time	7-9 yrs
Transition Course / Intern Program	1 yr
Advanced Civil Schooling	2 yrs
Bde RM / Division / Installation Staff	2-3 yrs
Corps / MACOM / HQDA Staff	2-3 yrs
Intern (Capitol Hill / Administration / White House Fellow / Joint Staff)	1 yr
Installation RM / Dep RM / DoD Staff / Joint Staff	2 yrs
Congressional Liaison or Budget Activity Director	2 yrs
Senior Service College	1 yr
Joint / Combined RM	3 yrs
Division Chief, HQDA	2-3 yrs

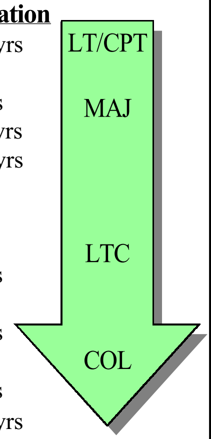

Figure 1

HOW TO APPLY FOR FINANCIAL MANAGEMENT POSITIONS

Army Civilian Career Evaluation System (ACCES)

ACCES is . . .

- ☞ A centralized evaluation and referral system
- ☞ The primary method of recruitment for GS-12 throught GS-15
- ☞ Open to Army and external personnel
- ☞ "Accessible" on line at http://www.cpol.army.mil for registration

Assistant Secretary of the Army (Financial Management and Comptroller)
Comptroller Proponency Office
Attn: SAFM-PO
109 Army Pentagon, Room 3D622
Washington, DC 20310-0109

DSN: 227-2729/2976 ■COMM: (703) 697-2729/2976
FAX: (703) 693-7162 ■EMAIL: proponency@hqda.army.mil

HOMEPAGE: http://www.asafm.army.mil

U.S. AIR FORCE EXTERNAL APPLICATION SYSTEM

- ☞ External applicants GS-12 through GS-15 are considered for joint service positions
- ☞ Call or access the World Wide Web to obtain copies of announcements
- ☞ Submit a resume using the format available on the World Wide Web

For more information, contact:

HQ AFPC/DPKCA (FMCP)
555 E STREET WEST, SUITE 57
RANDOLPH AFB, TX 78150-4759

DSN: 665-2687/2595
COM: 210-565-2687/2595
FAX: DSN 665-2874
COMM: (210) 565-2874
EMAIL:
fmcp@afpc.randolph.af.mil

HOMEPAGE:
http://www.afpc.randolph.af.mil/cp/fmcp

NAVAL FINANCIAL MANAGEMENT CAREER CENTER

- ☞ External applicants GS-12 through GS-15 are considered for joint service positions
- ☞ All positions are advertised by the local human resources office

For more information, contact:

NAVY FINANCIAL MANAGEMENT CAREER CENTER (NFMC)
153 ELLYSON AVENUE, SUITE F
PENSACOLA, FL 32508-5114

DSN: 922-3785/3786
COM: (904) 452-3785/3786
FAX: DSN 922-3903
COMM: (904) 452-3903
EMAIL:
(t_steinberg@nfmcc.navy.mil)

HOMEPAGE:
http://www.donhr.navy.mil

DEFENSE FINANCE AND ACCOUNTING SERVICE

- ☞ DFAS does not operate a centralized referral system
- ☞ DFAS central training program maintains a vacancy listing at (317) 510-6384 or DSN 699-6384

For more information, contact:

DFAS-HQ-HA
CSU-CIVILIAN OPERATIONS
DIVISION ROOM 302-A
1931 JEFFERSON DAVIS HIGHWAY
ARLINGTON, VA 22240-5291

DSN: 327-2545
COMML: 703-607-2545
EMAIL: (Tanya.Olden@dfas.mil)

HOMEPAGE:
http://www.dfas.mil

Certified Defense Financial Manager Program

by Maj. David A. Knowlton

During the last two years, in partnership with the Defense department, the American Society of Military Comptrollers (ASMC) has developed a formal program for certifying Defense financial managers. CDFM certification testing began last May and is now available to all who want to measure their own proficiency in a broad spectrum of Defense FM areas. In this article, you'll find information about the certification program, the format, who is eligible, how to prepare, registration and testing center procedures, notification of test results and how to maintain certified status once attained.

As a nation, we devote large portions of our gross domestic product and federal budget to "providing for the common defense;" thus, Defense FM is necessarily broad and complex, comprising many interrelated disciplines. Formal certification is a useful measure of individuals' talent and skill in the profession they represent. In the past, Defense FM professionals had no choice but to measure their credentials against certification criteria that suited the private sector. The CDFM program now remedies that mismatch, with challenging and credible certification for public stewardship.

Eligibility criteria

We anticipate the primary audience to be DoD civilian and military careerists, but the program is open to all candidates with these qualifications.

- Adhere to the ASMC pledge of professionalism, and
- Have a high school diploma or equivalent and three years' defense-related financial management experience, or
- Have two years' defense-related financial management experience and at least an associate degree.

Examination format

The CDFM is administered in three separate modules:

- Resource Management Environment
- Budget and Cost Analysis
- Accounting and Finance

The examination is multiple-choice, computer-based and administered by Prometric Testing Centers. Each two-hour timed module has 80 to 85 questions. To be certified, a candidate must successfully complete all three modules; however, candidates who successfully complete any module are publicly recognized. Modules may be taken one at a time, any two together, or all three together, and in any order.

Methods of preparation

The CDFM examination measures 12 core competencies comprising 72 knowledge elements. Below are some ways to prepare for the tests:

Enhanced Defense Financial Management Training. This is a five-day, intensive FM review taught in three modules. The course is offered at domestic and overseas locations throughout the year to make attendance convenient and to reduce travel costs. This course is excellent; but, according to individual experience, education and training, additional study time and effort are recommended for the certification examination. For more information, see the article on Defense FM training in this issue.

Self-study assisted by the ASMC reference guide. This copyrighted document, available from ASMC national headquarters, costs $10 plus postage and contains organizational tools and references given to students of the Defense FM training course.

Self-study assisted by certification study and ASMC homepage source material. Instructions are available at http://www.asmconline.org/certification. The material is aligned with the certification tests' three modules, with most references hyper-linked.

Registration and testing center procedures

Registration for the certification examination costs $35 for members of ASMC, $70 for others, is payable with the application, and is separate from the fee for each test module. The registration fee opens a certification account with ASMC, good for two years. As long as you complete all three modules within the two-year period, the registration fee will not be charged again. If a candidate takes longer than two years to successfully complete the three examination modules, a new registration fee must be paid. However, all successfully completed test modules still remain valid toward the certification. Once your application is processed, a nine-digit candidate identification number and authorization letter will be mailed to your home address. With those, you call Prometric to schedule an appointment; have a credit card number ready for paying $95 per module.

If a scheduled module exam must be rescheduled for any reason, arrangements must be coordinated through the Prometric customer center where the original exam was scheduled. The deadline to reschedule an examination is noon, two business days before the scheduled date. Messages left on answering machines are not acceptable, but you may use the telephony system to reschedule, cancel or confirm your appointment. Candidates who cancel less than 48 hours before scheduled starting time or fail to appear within 15 minutes after that time are required to forfeit their test fees as "no shows."

If you have to retake one or more modules, there is no prescribed waiting interval, nor any limit on the number of times you may take a module; however, it costs $95 for each sitting. Prometric centers are located in most major cities and in many outlying areas. They enforce strict admittance rules, including showing two forms of identification, one with a photo.

Notification of test results and issuance of certificate

As soon as you finish your test at the computer, you will see a message on the screen indicating whether or not you passed. For modules not passed, the computer screen will show the subject areas of difficulty. For each module passed, ASMC will send a certificate of completion. Once you pass all three modules, ASMC will issue you an award letter and a personalized CDFM certificate.

Maintaining Professional Certification

You will need to renew your certification with ASMC every two years, and you can do that by completing 80 hours of continuing professional education in every two-year anniversary period following your initial certification date. Individuals are responsible for documenting their own CPE credits and may be asked to provide evidence for them as part of the renewal process. Renewal cost, charged biennially, is $20.

Good luck on your endeavor to become a Certified Defense Financial Manager!

References

1. For questions on eligibility, contact ASMC's Associate Director for Certification at (800) 462-6637 or certification@asmconline.org.
2. To obtain the reference guide ($10 plus postage), call (703) 549-0360, or write to: ASMC National Headquarters, 2034 Eisenhower Avenue, Suite 145, Alexandria, VA 22314-2450
3. To register for one or more modules of the examination, mail your completed application, downloadable from certification@asmconline.org, along with your registration fee ($35 for ASMC members, $70 for others), to the associate director for certification at the above street address.
4. To schedule an examination appointment, call the Prometric Scheduling Center at (888) 842-9231.
5. The telephony system is used to reschedule, cancel or confirm your appointment. Telephony is an automated system accessed by calling the Candidate Services Call Center at (888) 842-9321.

About the Author

Maj. Dave Knowlton is a Certified Defense Financial Manager and single-track functional area 45 (Comptroller) officer assigned to the U.S. Army Intelligence and Security Command since August 2000. Prior to that, he was EDFMT coordinator in the Comptroller Proponency Office, OASA (FM&C). A 1985 U.S. Military Academy graduate, he finished Army Command and General Staff College and earned a master's degree in business administration from Long Island University in 1995.

"FA45 Focus"

"FA45 Focus" is a new section to this publication and will provide professional debate, career and training information aimed at professional military comptrollers and their military and civilian supervisors. Content will come from the Comptroller Proponency Office, the FA 45 assignment officer, other various authors, and you. We want to tailor this section to benefit the military comptroller, so please send articles and content recommendations to me, Maj. Sean Hannah (contact information is at the end; I've replaced Maj. Dave Knowlton). The first full section, centered on a feature article you won't want to miss, will appear in the next issue – look for it!

Career Corner

Board results. Fiscal year 2000 lieutenant colonel board results are out, and FA 45 is alive and well! The July results were very promising: officers in the FA 45 functional area were promoted in the primary zone at a rate of 78.9 percent, compared to the Army-wide average of 71.7 percent. Similarly, FA 45 below-zone promotions were 9.5 percent, compared to a 6.3% Army-wide average. In total, 49 Comptrollers were selected. The 2000 majors list should be out in time for the next issue, and we expect to see similar success for our officers there.

Career guide. The Functional Area 45 Professional Development Guide was updated in August 1999 and is full of critical information for our professionals. If you still haven't seen a copy, it is available on the Proponency web site.

Your records. Sure, I know, your records are straight and you're tired of hearing us harp on it. The fact is, we still see a large number that are incorrect. Don't wait to update your records just for boards. Your career team looks at them continually to select officers for schools and assignments, and to make demographic rollups which drive FA 45-wide decisions affecting our career field.

New comptrollers. We want to welcome the 156 year-group 1994 officers who were recently career-field designated as FA 45. Let's all reach out and mentor them.

Upcoming boards.

- Oct. 3-22 – Year Groups 1982 and 1983 Career Field Designation
- November – Army Comptrollership Program (ACP) Selection
- Feb. 27-Mar. 30, 2001 – Lieutenant Colonel Promotion
- Apr. 17-May 18 – Major Promotion
- May 30-June 8 – Year Group 1991 Career Field Designation
- July 31-Aug. 24 – Colonel Promotion
- Aug. 21-Sept. 21 – Command and Staff College Selection
- Sept. 18-28 – Year Groups 1984 and 1985 Career Field Designation

Farewells. We bid farewell to Maj. Dave Knowlton from the Comptroller Proponency Office. Dave left his position as your FA 45 proponency officer for an assignment at Intelligence and Security Command. We also want to say farewell to Lt. Col. Dwayne Houston, who left his position as your FA 45 assignment officer to take command of a finance battalion at Fort Hood, Texas. Maj. Brent Penny has replaced Houston. Both of these outstanding departing officers made great efforts to guide your careers, particularly through the OPMS XXI transition.

Contacting your career team. FA45 is a small professional field of about 1000 officers. Your careers are thus managed very closely. We are here to serve you, but we need your involvement. Feel free to call us at any time.

FA 45 proponency officer – Maj. Sean Hannah, (703) 697-2976, DSN 227, hannahst@hqda.army.mil
Proponency Office web site: http://www.asafm.army.mil/proponency/acpo.htm
FA 45 assignment officer – Maj. Brent Penny, (703) 325-3112, DSN 221, pennyb@hoffman.army.mil
PERSCOM FA 45 web site: http://128.190.158.50/opfamis/fa45.htm

Comptroller Professional Development

Course	Suspense
◆ Army Comptrollership Program	◆ 26 OCT 00
◆ Historically Black Colleges and Universities and Hispanic Serving Institutions Parternership Programs	◆ 26 OCT 00
◆ Developmental Assignments	◆ 14 NOV 00 ◆ 14 FEB 01
◆ Long Term Training - University and college (Full & Part-Time)	◆ 08 NOV 00

Army cost and performance management training

This is about the training Robert W. Young mentions in his Perspectives article. It is contractor-delivered in the Washington D.C. area at three levels and is tuition-free to Army organizations. Attendees' organizations need to fund travel and per diem expenses. The five-day operating-level team course classes start every Monday (except holiday weeks) until Dec. 15, and more classes will be scheduled as needed in succeeding years. The three-day staff-level course is presented monthly or on request. The two-day executive course is presented as requested. See also the accompanying table of programs of instruction.

Priority for course attendance goes to organizations ready to begin implementation and with limited cost management and activity-based costing/management experience. CEAC is accepting applications now for the courses. Candidates should apply through their offices, business area points of contact (see accompanying table), or major commands; or, they may apply directly to CEAC. The intent is to focus each class offering of the team and staff courses on one of the 11 business areas whenever possible. For more information, contact Bill Mattfield of Calibre Systems, Inc. at (703) 998-1052 or bmattfeld@calibresys.com.

Purposes

The five-day course gives cost and performance management teams implementing CM and ABC/M an understanding of CM principles, the roles CM will fulfill in the Army and in their specific business area, ABC/M's use in implementing local CM to improve goods and services delivery, and defining useful performance measures for application in ABC/M. Included is hands-on instruction in building ABC models using Oros ABCPlus software.

The three-day course gives key staff the basis for planning and monitoring implementation of means to embed CM in developing performance measures that support leadership and management decisions throughout their business area, functional area or organization. The approach to ABC/M is from an enterprise-wide perspective and focuses on performance measures and scorecarding to link cost, performance and organizational strategy.

The two-day course gives colonels, GS-15s and above an overview of how CM and ABC/M work, addressing concepts, model building, ABC software and prototyping.

Target Audiences

Implementing teams responsible for building and maintaining ABC models take the 5-day course. Recommend mandatory attendance by one functional manager and one ABC model action officer for each major function/directorate for which a model is being built and maintained. Sample groups:

- The operations director (change agent), a functional line manager, and the action officer building and maintaining the model
- A strategic planner in the functional area, a functional management analyst, and a person responsible for staff coordination of CM and ABC/M activities

Staff assigned as a commander's primary point of contact for CM and ABC/M program implementation should take the three-day course. Recommend mandatory attendance by one staff point of contact responsible for staff coordination of CM and ABC/M activities. Examples:

- Research and development laboratory director or deputy
- A strategic planner for business operations, or the staff CM and ABC/M point of contact at a headquarters organization.
- An installation garrison commander, deputy or functional director

Commanders and principal staff of organizations implementing CM and ABC/M should attend the two-day course. Recommend mandatory attendance by the commander or one principal staff member from each headquarters and organization employing ABC.

Continued on page 39, See Army Cost

Program of Instruction: Cost/Performance Management Team CM & ABC/M Training				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
0800-0820: Administration & Welcome 0820-0910: Introduction to Cost Management and Army CM Implementation Overview 0930-1010: Business Area CM and ABC/M Implementation Plan Discussion 1030-1200: Cost and Performance Management	0800-1200: Oros ABCPlus Software Training – Designing and Building a Model	0800-1200: Oros ABCPlus Software Training – Costing and Reporting	0800-1200: Oros ABCPlus Software Training – Case Study	0800-1000: Establishing Performance Measures 1020-1200: ABC Prototype Concepts: How To Get It Going
1300-1410: CM Methodologies, Performance Measurement, and CM Links to the Army's Strategic Readiness System 1430-1520: The basics of ABC - Assignment Mechanics and Cost Objects 1530-1610: The basics of ABC - Precision, ABC Costs, and Level of Effort 1620-1700: The basics of ABC - Activities, Pitfalls & Performance Measures	1300-1700: Oros ABCPlus Software Training – Designing and Building a Model (continued)	1300-1700: Oros ABCPlus Software Training – Costing and Reporting (continued)	1300-1700: Oros ABCPlus Software Training – Case Study	1300-1410: Lessons learned in CM and ABC/M from AAA 1430-1530: Army CM and ABC/M Support & Training 1530-1600: Course Wrap-Up

Program of Instruction – Enterprise Building for Cost Management		
Day 1	**Day 2**	**Day 3**
0800-0820: Administration & Welcome 0820-0910: Introduction to Cost Management and Army CM Implementation Overview 0930-1010: Business Area CM and ABC/M Implementation Plan Discussion 1030-1200: Cost and Performance Management	0800-0950: Oros ABCPlus Software Demonstration and Discussion on Model Building 1010-1200: Scorecarding – Getting Started and Creating a Strategy Hierarchy	0800-1000: Establishing Performance Measures 1020-1200: ABC Prototype Concepts: How To Get It Going
1300-1410: CM Methodologies, Performance Measurement, and CM Links to the Army's Strategic Readiness System 1430-1520: The basics of ABC - Assignment Mechanics and Cost Objects 1530-1610: The basics of ABC - Precision, ABC Costs, and Level of Effort 1620-1700: The basics of ABC -Activities, Pitfalls & Performance Measures	1300-1450: Scorecarding - Measuring Objectives 1510-1700: Scorecarding - Tracking Performance	1300-1410: Lessons learned in CM and ABC/M from AAA 1430-1530: Army CM and ABC/M Support & Training 1530-1600: Course Wrap-Up

Program of Instruction – Executive Level CM and ABC/M Orientation	
Day 1	**Day 2**
0800-0820: Administration & Welcome 0820-0910: Introduction to Cost Management and Army CM Implementation Overview 0930-1010: Business Area CM and ABC/M Implementation Plan Discussion 1030-1200: Cost and Performance Management	0800-1200: Scorecarding - Getting Started, Creating a Strategy Hierarchy, Measuring Objectives, and Tracking Performance
1300-1410: CM Methodologies, Performance Measurement, and CM Links to the Army's Strategic Readiness System 1430-1520: The Basics of ABC 1540-1630: Oros ABCPlus Software Demonstration	1300-1410: ABC Prototype Concepts: How To Get It Going 1430-1520: Lessons learned in CM and ABC/M from AAA 1540-1600: Course wrap-up and Q&A

Tips for CP 11 Easy ACCES applicants, registrants, supervisors and reviewers

Ed. Note: *This material was presented by Mary Norton of the OASA(M&RA) Career Management Operations Branch (CMOB) at a recent meeting of the CP 11 Junior Executive Council in Arlington, Va. Contact information for her and other members of the CMOB staff is at the end of the article.*

Printing your resume

Under the view-only parts, click on RESUME, then click SUBMIT, and the resume will appear on the screen. Click anywhere within the body of the resume, then click the browser's PRINT icon on the toolbar.

Printing your accomplishments

Under the view-only parts, click on Part D – most recently submitted accomplishment narrative(s); then click the SUBMIT button, and the submitted-narratives screen will appear, with the abilities listed on the left. Click on the ability you wish to print, and the write-up will be displayed on the right. To print the write-up, you will click within the narrative, then click the browser's PRINT icon on the toolbar. NOTE: If the screen comes up blank, it means you have not yet successfully submitted the write-ups you're trying to print.

Personal identification numbers (PINs)

PINs of registrants who requested them prior to August 1999 will have to be reset, and these registrants will need to apply for new ones. Contact CMOB to have your PIN reset. When applying for a new PIN, you must make sure you list your e-mail address correctly, because the system will e-mail the PIN to you. NOTE: The system is case-sensitive, so keep that in mind when typing in your email address.

For CP 11 ACCES supervisors and reviewers: When an employee asks his or her supervisor and reviewer for an ACCES record rating, it's very important to ensure that the supervisor's and the reviewer's e-mail addresses are listed in the employee's record exactly as the supervisor and reviewer listed them when requesting their own user identifications and PINs. The system is case-sensitive. For further explanation, see also Frequently Asked Question, under **Easy ACCES at http://www.cpol.army.mil.**

Compatibility of referral desires and DA Form 4338-R geographic availability: Suppose you are a GS-11 and have selected job categories at the GS-12 level on your referral desires. When filling out the form 4338-R, you can place marks only in the HG (higher grade) column, because you cannot select LG (lower grade) or SG (same grade) since CP 11 ACCES does not refer below the GS-12 level. See also FAQ #5.

Updating your record: Click on the UPDATE Database button. After the update of database message appears, click on the CONTINUE button, and that will take you back to the registration status and update menu. Once there, make sure you look at the ELIGIBLE FOR REFERRAL indicator at the top of the screen. It must say YES for your record to be active; if it says NO, scroll to the bottom of the screen, and click on the INCOMPLETE button to view the reason for incomplete status.

What has to meet a suspense date

Only the accomplishment statements have to be submitted by one second before midnight on the day of a suspense to CMOB (note suspense dates and panel meeting dates below). The supervisor and reviewer knowledge and ability ratings do not need to be in by then.

Resume

If you do not have a resume on line in your record, you must prepare and enter one. Type it as a Word document, and cut and paste it into your on-line record.

Change of address

You must change your address in your record when appropriate. Neither a forwarding order on file with the Postal Service nor a notice to your servicing CPAC will update your Easy ACCES record. You must personally make the change by getting into your Easy ACCES file.

Initial registration

When doing an initial package, a registrant must submit write-ups for all five abilities. When submitting accomplishment statements, as either an initial submission or an update, you must click the SUBMIT button for each ability.

Interaction with CMOB

When calling about why you did not make a particular referral list, be aware that there could be a number of reasons:
1) Your name was considered, but your record scored lower than the cutoff;
2) Your record was incomplete at the time the list was generated;
3) Your record did not have the criteria to be considered (e.g., location, supervisory duties, willingness to travel, even occupational series) CMOB staff will be glad to help you understand why your record may be incomplete or with any other concerns you may have about the information in Easy ACCES about you. Please be cooperative and patient with us as we research your situation. If your record is inactivated by this office, you will be notified.

Contact CMOB at (703) 325-1396, DSN 221-1396; resmod@asamra.hoffman.army.mil.

The telephone number listed under FAQ #1 has been changed.

Suspense OASA(M&RA)	Rating Session
◆ 02 NOV 00	◆ 13-17 NOV 00
◆ 02 FEB 01	◆ 12-16 FEB 01
◆ 18 MAY 01	◆ 29 MAY-01 JUN 01
◆ 10 AUG 01	◆ 20-24 AUG 01
◆ 19 OCT 01	◆ 06-09 NOV 01

EASY ACCES — REGISTER NOW OR RENEW YOUR REGISTRATION ON LINE

Army Cost - **Continuted from page 36**

Prerequisites. (Five-day) Strong technical competence in the functional area(s) and processes to be modeled. At least one year retainability in position applying ABC/M is desired. Ability to use a pc in a Windows operating environment and possess a basic working knowledge of Excel. Graduates should employ the ABC training immediately on return to home station.

(Three-day) Strong technical knowledge of operations at all levels of the organization or business.

Location. Calibre Systems, Inc., 5111 Leesburg Pike, Suite 514, Falls Church, VA 22041.

Business Area Functional Points of Contact

Area 1, Depot Maintenance Operations – Col. J.C. King, kingjc@hqda.army.mil
Area 2, Supply Management – Kathleen Schulin, schulkm@hqda.army.mil
Area 3, Ordnance – Col. J.C. King, kingjc@hqda.army.mil
Area 4, Information Support – Charles Jerzak, jerzacj@hqda.army.mil
Area 5, Civilian Human Resources – Joyce Gregory, gregojg@hqda.army.mil
Area 6, Institutional Training – Irene Wheelwright, irene.wheelwright@hqda.army.mil
Area 7, Base Support – Christy Parker Smith, christie.smith2@hqda.army.mil
Area 8, Research and Development – Dr. Robert Rohde, rohder@sarda.army.mil
Area 9, Test and Evaluation – Ray Wagner, wagnerj@hqda.army.mil
Area 10, Contracting Process – Dr. James Edgar, edgarj@sarda.army.mil
Area 11, Acquisition Process – Col. S. Berry, berrys@sarda.army.mil

DFAS Support Activity - Indianapolis
Resource Management
Professional development bulletin
(ISSN 0893-1828)

Attn: DFAS-IN/EU
8899 E. 56th St.
Indianapolis, IN 46249-0150

PIN: 078308 000 1 n